

RECREATION

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RECREATION AND THE SCHOOL



Antioch's Truck-Treks

By Samuel Harby

Noon Hour Recreation Programs

The Recreational Life of Teachers

By Margaret Moldaschl

A Children's Theater Takes to the Road

By Virginia Lee Comer

Planning Play Schools for Preschool Children

By Verne B. Thorpe and Jena V. Holland

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Our America

AMERICA MUST resolutely prepare for defense. The kind of America we are is most important now. We must be an America that is worth giving all for.

An America that is good for a few will not do. "This country will not be very good for any of us unless it is good for all of us."

America has been a land of dreams. Now the frontiers are gone. Physical borders hem our youth in. Dreams cannot now be of the West. Even Alaska and the North are fairly limited.

Other frontiers there are and continue to be—frontiers worth dreaming about—frontiers of living, of freedom of the spirit, of the pursuit of happiness.

More important than money in the pursuit of happiness is a measure of leadership of the right kind. Such leadership needs to be very wise. It should be the kind that frees one, that makes it easier to do what one deeply wishes to do. It ought not to be a leadership that restricts, that makes it harder to remain oneself.

Much of this leadership is volunteer, cooperative, but money is necessary for freeing the naturally gifted few who care for the arts of living, who like to see men deeply satisfied, who belong to this pioneer frontier field.

If we keep daily living free, rich, challenging, adventurous, deep, satisfying—then no matter how many years come and go men cannot willingly let go of life because they cannot imagine another world they would rather live in. Fill man's world with satisfying activity, with comradeship, cooperation, with chances to be one's best, deepest self, to realize oneself, to share the activities one cares most about with others—then we have a world worth fighting for, worth living for.

Now is the accepted, necessary, vital time for making life in America most meaningful.

I grant you that recreation is a poor word for all this. Recreation centers are life centers, are centers for comradeship, centers for cooperation, centers which help men to find themselves and to come to know God.

Many men are not gifted in using the words of religion. Yet they do come out of the recreation center with a warm feeling of human brotherhood and a measure of consciousness that all their comrades are children of a common God who is like unto a Father.

What many have sought to find in fascism, nazism, communism, and will never find there in the end, they do find in part in the brotherhood of sharing their music, art, drama, sports, crafts, poetry, books—what they care most for. In the recreation movement men share their living without losing their individual freedom, without losing their capacity to choose what they want to do.

It is dull that we are when we face living itself. We hesitate to provide the comparatively small leadership required. Making living itself richer and more fruitful seems so simple and so easy. If it were only more difficult and more complicated and involved a ritual hard to understand!

It is not hard to think bombers, submarines, destroyers, battleships, tanks. It is harder to think what are the ramparts we defend, what is contained in America's so green valleys. In time of defense it is particularly important to keep alive the central life itself which we defend.

So much of frustration, irritation, inner rebellion, disloyalty is due to the simple fact that we the people do not eternally remember that satisfying living is just as essential to a man as eating, drinking, breathing, and can no more be neglected without paying some form of penalty.

It was early in our history that we recorded our declaration as to the inalienable right to the pursuit of happiness. Much of America is built around this idea. Such a country is worth defending to the uttermost.

YOUNG AMERICA AT PLAY LAST SUMMER





Courtesy Cincinnati Public Recreation Commission

Life needs make definite demands on Education. There is the need for adventure and for novel experiences; for recognition and social status. How are the schools meeting these varied needs and demands?

By V. K. BROWN
 Director of Recreation
 Chicago Park District

The School Curriculum and Life Needs

WHO KNOWS all the needs of life? Who can say which are most important among these needs?

The Chicago Park District is at least one of the best equipped recreation departments in existence, offering services to a participant attendance of over fifty million per year, besides uncounted casual strollers in our more than 130 parks. We operate close to one hundred buildings, some of which cost a half million dollars. Broadly speaking, the people come to these parks to escape the monotony of work-a-day existence. Apparently, they desire thrill and adventure, introduction of challenge into life's humdrum, novel experiences, kindred-spirited companionship, social status and recognition. They pursue sustained and sustaining interests, to lend life meaning and enthusiasm. They desire the sense of mastery, the joy of richer and more fruitful living, creative accomplishment, drama, color, poetry, movement, melody. They want secular life to have spiritual significance, to be gaily gallant, to have dignity, but with a sense of humor, lest its dignity be too solemn.

The extracts presented here were taken from an address delivered by Mr. Brown before a group of educators at the University of Kansas on April the sixth.

We have a peculiar opportunity to observe these people when they are most unstudied, least posed, most spontaneous, when they are relaxed, and doing the things they choose to do. They are absorbed in the exciting pursuit of the objects of their enthusiasms, but are still responding significantly to the codes of social conduct to which they are pledged, sharing their skills with their neighbors, joining neighborhood associations, working for neighborhood improvement with sportsmanship and sociability. Such unstudied responses indicate hungers which interpret essential needs of life.

We are now ready to discuss the subject of the School Curriculum and Life Needs. We should have learned something about what people want out of life. Their gropings do have significance. There are *life needs* which remain unsatisfied. Those needs make definite demands upon Education.

The first life need we will discuss is the need of better integrating an emotional with our intellectual culture. We think humanity still suffers from a sort of secular-spiritual Beri-beri. Beri-beri, as you know, being a disease caused by unbalanced diet, when the life germ has been removed from the diet. We believe that subsisting exclusively on an intellectual diet, divested of the life germ of emotional content, contributes to a

loss in emotional discipline and cultivation. Stephen Leacock, in his "Too Much College" says, "All that is best in education can only be acquired by spontaneous interest."

My youngest son attends a school that has been testing pupils to determine how much detail they are getting out of their reading assignments. He had the flu lately, and was to be alone in the house all day, so wanted something to read. That evening he had almost finished reading the book. He said, "It's a fine book, Dad, all but one chapter. It's the chapter we had in school, in reading assignment, and I hate that so that it almost spoiled the book for me!" If the school had made a game of close observation in reading, do you think the result would have been the same? His school made a contest of spelling, and he won the school's spelling bee. He puts more of himself into observation of detail in spelling, as a sport, than into observation of detail in reading as a study.

The President of the University of Chicago says that the purpose of education is to train students to think, but is that the whole story? It also has to provide experience integrating thinking with action. Do children run adventuring to school as they do to a playground which operates as a really exploratory center? I admit that many a playground is no more vital than the tombs of the Pharaohs, and many a school as electric with power as a crackling dynamo. When either brings people to it with eagerness, it is issuing a call to the emotions. The emotions can be consciously guided and disciplined. The planning of emotional experience for the sake of developing emotional controls has been started by the forces of education, but it is still embryonic.

The art of propaganda makes cunning use of a weakness in our defenses which education has too long tolerated. We seem content in our educational system to let the emotions remain undisciplined. That remains the most damning indictment of our education, and the source of our greatest danger.

We have been forced to give this subject attention in public recreation. Since there are no compulsory attendance laws, we either attract or we don't get patrons. We have to make participation adventurous, emotionally appealing.

I doubt that people fundamentally want life to be too easy. They don't object to difficulty, so long as it interprets itself as challenge rather than as drudgery.

I don't know why we should feel that we must leave adventure behind to be scientific. Physical education solemnly tried to be scientific and presently found itself dead. It began interpreting activity not in measurements, but in sensations.

Posture came alive only when it was interpreted in terms of beauty. Physical education took to itself vital emotional motivations, and came to life again.

Let's look at this from another angle, that of transfer of training. James Mursell observes that the lack of transfer is a reproach to teaching. It may be even an indictment of the degree of emotional involvement. The competitive spirit—what we call the heart of the athlete—is something an athlete brings with him out of his past life experience. It is a capacity for living intensely, and it isn't restricted solely to the area in which it has been developed. It transfers; there's no doubt of it. But equally there's no doubt that it is an emotional hook-up.

Near the end of the final game in a senior basketball league, the score stood at one point from a tie. A forward stood under his goal ready to throw the basket that would put his team in the lead again. There were no opposing players near at hand. Just then an opposing player, coming fast, stumbled to crash against a wall nearby, and fell. The forward called time instead of shooting, and ran to the aid of his injured opponent. The crowd went into a frenzy of approval, and the event is still talked of. Wasn't that transfer? His sporting conscience broke through both these chemico-physical and counter-emotional barriers to lay an arresting hand upon his actions. The crowd reaction was even more significant. They were carried along to be participant also in the player's gesture of self denial. Wasn't the significant vitalizing factor in both player and spectator the emotional intensity which was involved?

Let me summarize. We need better integrating of all the forces in the individual. That is one of the most fundamental of our life needs. The present curriculum still fails to get in full measure such integration. To bring the curriculum into relation to life needs seems to require a further transfusion of the life element into the study program. It implies vitalizing that program.

Other life needs come to mind, such as the consciousness of selfhood, self respect, confidence, and a social consciousness. The curriculum pretty generally passes by on the other side.

I want you to think about other life needs. People need inter-acquaintance, friendlier understanding in this troubled world. We need humor and relaxing. We need refinement. We need to interpret democracy as an attitude, not an act. We adults might set a pattern of example in law ob-

serving instead of bemoaning juvenile delinquency. We simply can't get away with expecting the child to be the only law abiding member of society. We need to get the flesh and blood of life itself into more of our studies preparing for life. These are just a few life needs.

There is another problem. The millions who throng our parks seek adventurous variety in novel experiences. Our leaders need to be inventive. Plenty of us can teach the old stuff, but few seem able to think up new devices.

Surely, there is more satisfaction in creating than in repeating. In my home my daughter had a doll rejoicing in the name of Susy Polly; she was a rag, without bone or hank of hair. My father bought her a marvelous doll, beautiful to behold. For a day or two the newcomer held sway, but then Susy Polly resumed her reign. Possibly the perfect doll was too perfect, leaving nothing to the imagination.

In our toy play centers we provide no dominant directing leadership. The law of the jungle is not permitted to prevail; there is that much of supervision. But we permit the children to evolve their own patterns of activity; we are watching to see what life itself does to them, without either parental or pedagogical interference. Our toys lend themselves to constructive uses. They are not too complicated; they are not stubborn in resisting adaptation to new purposes. We have no destructiveness at all, and incidentally, no theft. We find that children have a universal vividness of creative imagination, and all possess the creative faculty.

If the creative faculty is so universal in children, and so rare in our mature leaders, where was it lost along the line? How can we keep learning exact and still preserve a vivid individualism? There has been improvement, but there yet remains a vast amount of improvement to be accomplished before education can establish itself as an exercise effectively developing original inventiveness.

My whole department's in-service training institute this year was taken over by Northwestern University. All are attending one course which attempts to combine Psychology, Sociology, and Education. We were subject to a true or false examination. The results convinced us that that form of testing in other than purely factual studies closes the door upon possibility of cultivating any original thinking whatsoever, for a premium is placed on stupid memorizing, and a penalty at-

tached to the forming of independent judgments.

It seems to me that education ought to do more than it is doing in my daughter's case. In her senior year at college, she wanted this year to write her honor thesis on the subject of the philosophy of our current youth movements. She was vastly interested in the attitude toward life of the youth with whom she came in contact abroad. Her thinking has been termed mature. Her proposed inquiry was in the field of ethics, as youth movements interpret and apply ethics to their own problems. But the philosophy department refuses to permit her to think originally in a new field of philosophical exploration because no one has yet done so. There are no authorities to be quoted.

The world needs new but sound and trustworthy thinking in which there is a vital, a living interest. We can't expect much of courageous intellectual independence unless the academic world is generally concerned with intellectual pioneering. I trust it is.

Those of us whose years are past the peak realize that we have lived in the most interesting single life span the world has yet seen. The probability is that the rising generation will see much more happen than we have. It starts where integration is implicit in the needs of every day, integration of our knowledge and discovery into the satisfying life, into a synthesized composite of our intellectual with our spiritual forces. This generation starts when an outworn economic statesmanship has brought the world to an unholy mess which nothing short of a new type of spiritual and cultural statesmanship would appear able to redeem. It starts when religious faiths in the adequacy of personal and individual salvation are being rudely shaken. Our prayers are a social, not an individual, plea. We see a changing spiritual horizon.

This generation starts at the time when democracy has been revealed not as a thing accomplished, but as a thing prophetic. Education must prepare them to think originally, vitally, and with a spiritual understanding and intensity, or it fails us. The new generation faces conditions undreamed of in the past. It will be necessary to create their own adaptations to a changed, and still continuously changing world. The thinking of the past will not save us now. Somehow we must find fresh inspiration to face the new day. Education confronts again the challenge to which it has never in the past successfully responded.

(Continued on page 397)

Some Noon Hour Recreation Programs

School officials, from the principals of small consolidated schools to the faculty of large city high schools, are becoming increasingly concerned with the problem of providing noon hour recreation for the student body. What facilities may be used effectively? What shall the program be? How may leadership be arranged? Many problems are being presented. We report here on two successful experiments in the field.

Noon Hour Co-Educational Recreation

By DUDLEY ASHTON

Theodore Ahrens Trade High School
Louisville, Kentucky

DURING THE SCHOOL YEAR 1938-39, the faculty of the Theodore Ahrens Trade High School was faced with an urgent and difficult noon hour problem. The school is co-educational on the senior high school level. Of the 1,200 students enrolled, 850 to 900 were housed in the building presenting this problem. The school is located in the central business district where land values are high and ground is at a premium. Due to the generosity of a Louisville citizen and to PWA assistance, an addition to the main building was being erected on the site of our former playground. This left us with the problem of having hundreds of boys and girls at school all day whose recreational needs had to be accommodated during two noon hours of thirty minutes each. Since classes were in session at the time of both noon hours, it was decided that the only spaces available for use were the cafeteria and gymnasium, and the corridors adjacent to these.

The physical plan of the building is such that this plan proved feasible. Our cafeteria is located one floor below the gymnasium, the two spaces forming a unit to themselves. The gymnasium is equipped with a large balcony seating 250 people comfortably. Moreover, the gymnasium floor itself is approximately thirty-eight by seventy feet.

Since our student body

was composed of both boys and girls, an experiment in co-educational recreation seemed the best solution. We decided to use the balcony for spectators on days when scheduled games were being played. Plans for the entire year were made and submitted to the principal and to the supervisor of physical education for approval. All activities were taught to the girls during the regular physical education class periods. The boys were given instruction during the noon hour in the time which elapsed between the closing of one tournament and the necessary organization for the next one. As soon as the boys were skilled in each activity, the girls joined them and tournament entries were opened. Throughout the entire year, all participation was voluntary, including the help of officials needed for all tournaments.

When the yearly plan was evolved, it included six tournaments lasting from five to six weeks each. Many of the games were of a net type. Tournaments in aerial tennis, five man tenikoit, basket endball (this was the only activity in which boys and girls played as separate units), volleyball, floor bowling, and paddle tennis were sponsored. These tournaments were played Monday through Thursday of each week, with an audience in the balcony. On Friday, mixed social dancing, with a student accompanist and faculty supervision, was the scheduled activity. There were no spectators on this day. So many boys expressed a

desire to learn social dancing that classes were organized for them on alternate Fridays. Participation in social dancing increased after this need was cared for.

Co-educational recreation has become the order of the day but the practical details of its administration are

Mr. Ashton, in telling of his interesting experiment in the September 1939 issue of the *Journal of Health and Physical Education*, points out that no member of any faculty, working alone, could accomplish the desired results. The success of this project, he states, was due to the support of the principal and the entire faculty, and to the "spirit of helpfulness and eagerness to enter all doors of opportunity present in the hearts and minds of our students."

still vague. It is with the hope that this experiment may prove helpful to others who are planning to embark upon this adventure that the above information and the ensuing details are given.

There are many minor problems involved in the major problem of co-educational recreation. We found our situation no exception to this rule. One of our first problems was that of teaching the art of fine spectatorship. Our student body had attended community games in basketball, softball, and other sports and had acquired by imitation the knack of derisive disapproval for the "duds" and equally embarrassing vocal approval for the stars. During the early weeks of our experiment we worked every day on the problem of locating the leaders and of educating them in the ethics of becoming fine spectators. The faculty cooperated by discussing the spectator plan for noon hour with the students during the morning assembly period. Gradually we found that the situation improved until, by the end of the first semester, we had practically no problem from this source.

Another problem that rose shortly after the tournaments began was that of time for lunch. We found that if tournaments were scheduled for the beginning of noon hour, interest in the play was so high that a number of students would watch instead of eating. To offset this difficulty, we scheduled all tournaments for the second half of each noon hour. During the first half, free play in each activity was offered for those students who ran part-time schedules and who left the building shortly after noon.

It was necessary that all students be appraised of their time for tournament play. To that end, large charts made by the commercial art department were posted in the gymnasium. Scores were recorded daily and dates for succeeding play assigned on the charts. Double play by means of consolation and championship tournaments was offered in aerial tennis, five man tenikoit, volleyball, and paddle tennis. In basket endball, each team played every other team with tied scores resulting in an extra game. A qualifying round was used in bowling with a second round for all teams qualifying. The winning team was determined by cumulative score. Use of these charts necessitated teaching the reading of three types of tournament play. This was an educational factor in itself. All tournaments played to final winners for each noon hour with the winners playing for the championship of the school.

About the first week of the experiment we realized that we must use student officials. Volunteer officials were constantly at hand, but we were faced with the problem of providing score sheets that would be impossible to misinterpret and which would be easy to use. In bowling we used standard type sheets, but we bowled only five frames. In basket endball, high team score won. This was not difficult to handle as the students were familiar with the official duties of this game. In paddle tennis, the points to be gained were written in parallel columns, one side for each team.

Similar sheets, but with details changed, were used for aerial tennis, five man tenikoit, and volleyball. These score sheets were mimeographed in our commercial department.

With the exception of paddle tennis, all equipment was furnished out of our physical education supplies. We used sponge rubber balls, and paddles made by our cabinet-making department according to the official guide.

There were a number of students who enjoyed the quiet of the cafeteria after lunch. For their benefit table games were on hand. Checkers and Chinese checkers proved the most popular, with anagrams running a close third.

Publicity as to high points in tournament play was given to the student body in the student newspaper. Finalists were always given an article. The only other publicity accorded the experiment was a finals match in aerial tennis played one night at Open House. The purpose and plan of our noon hour was explained to the parents present on this occasion.

Did the students enjoy it? The total number of individual participants for the year was 501 out of a possible eight hundred. The total number participating in all activities for the year was 1256. Of course, this number includes the faithful who participate in every activity throughout the year, but the 501 is an actual count of individual activity.

What did we gain educationally? In order for this to be a success it was necessary for every department in the school to cooperate both in comments to the student body, assistance with needed materials and equipment, and in upholding the standards and morale of the undertaking. For the students, it meant, first, joy; second, ease in playing together before an audience, and acquisition of skills and participation in activities that could be used in afterschool life. Many girls realized, for the first time, that they must stick and play to the end to be successful. The boys became more

aware of the courtesies of the game. These students knew, by the end of the year, the importance of fair and accurate officiating. They knew all the problems of checking and taking care of equipment because they did all of this. They knew that work is necessary for play because they helped make all arrangements and they had the grand experience of wholesome recreation with the opposite sex under supervised conditions. No one member of any faculty could bring this to pass. The writer of this article wishes to state that the success of this experiment was due to the support of the principal and the entire faculty, and to the spirit of helpfulness and eagerness to enter all doors of opportunity present in the hearts and minds of our students.

In a Consolidated School

WHAT KIND of noon hour recreation can be provided for pupils of small consolidated schools? One superintendent, faced with the problem of entertainment for two hundred and fifty students of all ages during lunch hour, found an answer which may be helpful to other school officials.

The age distribution of the pupils concerned in this experiment is shown by the school enrollment: 200 pupils in the first to eighth grades, and 119 high school students. A large percentage stayed for lunch. Various combinations of athletics and music were tried, but there were always many students who didn't participate. Finally, deciding on a schedule of planned recreation, the superintendent appointed teachers to sponsor different activities instead of acting as policemen in conserving property and preserving order. These teachers worked out a plan of lunching in relays in order to supervise the activities.

The schedule included a noon study hall from 12:10 to 12:50, and all those students failing courses were required to stay in two days a week for each course. Those doing unsatisfactory work were asked to remain in study hall once a week. As a result, some students stayed in noon study hall because they wanted to, more took advantage of other study periods; and finally, the general level of work was higher.

The athletic program featured sports for senior high

school boys under the direction of the coach. Co-recreational games, in charge of the junior high school coach, were badminton, deck tennis, kitten-ball, horseshoes. The amount of loafing about the building decreased considerably. Although it seemed unusual for a school budget to include tinker toys, erector sets, dolls, and children's games, such games and toys were placed in home rooms for the younger children. By indulging in these constructive pastimes, the children were much quieter and furniture damage and quarrels were virtually eliminated.

Musical interests were served by the junior and senior band and a harmonica band. The fifteen members of the junior or beginning band met three noon hours a week, while the thirty-five or forty members of the senior band practiced two days weekly. The harmonica band attracted many students who were unable to join the regular band because their families were too poor to buy expensive instruments. The English-Music teacher was in charge of the third, fourth, and fifth grade boys and girls who gathered twice a week to learn to play the harmonica. There were twenty interested at the beginning, but on the day the twenty-five-cent harmonicas arrived, the enrollment jumped to thirty-two. The children were able to play selections at the end of six weeks.

For twenty senior high school students of dramatic bent, a play production group was formed. After a background has been built up by lectures, the members of the group will produce one-act plays.

Finally, for senior high school girls, the home economics teacher started handicraft work. The least popular during the spring and fall, this activity is expected to gain more popularity when the weather becomes too cold for students to go outdoors.

At the time of the superintendent's report, the program had functioned for only eight weeks, but the faculty members feel that the old plan of one or two activities is far inferior. Teachers are obliged to bring their lunch or stay an extra hour, but they all acclaim the worth of the plan. Students admit that although this way is harder work, they learn more and have more fun.

Noon hour programs naturally differ in various schools because of the interest of the pupils and the facilities avail-

This statement is based on material supplied by W. D. Jefferson, Superintendent of Schools, Dunkerton, Iowa, which appeared in *Schools in Small Communities*, the Seventeenth Yearbook of the American Association of School Administrators.

able, but all of them should be directed toward a continued program for leisure education. Pupil interests that are discovered by the instructor should be referred back to the home room adviser, physical education or shop teacher, librarian, or any other individual who has a part in developing the interests of the boy or girl. The result will be a happy group of boys and girls doing the things they have chosen to do.

At Norfolk, Virginia, according to a statement in the September issue of *The Nation's Schools* by Kirk Montague, Director of the Physical Education Department, a noon hour recess period is set aside after lunch for organized play activities of a non-strenuous nature.

At the outset of the program the physical education teacher arranges a schedule and announces the rules for games, their duration, the officials and the awards. After a short organization period the program is handled by the pupils. The principal appoints a member of the faculty to act as adviser to the pupils participating in the program and to supervise directly the playing of the first week's schedule.

A skeleton set of rules is followed in all contests. The more complicated points in the games are eliminated as far as possible. The fifth, sixth, seventh, and eighth grades play volleyball, softball, newcomb, rubber heel toss, O'Leary, end ball, hop scotch, shuffleboard, and bat ball.

As awards two banners have been provided for each grade by the local Parent-Teacher Association. These are awarded to the winning group of boys and girls after each six week period. This banner is hung in the classroom of the winning team for six weeks.

Frequently, Mr. Montague points out, there are difficulties involved in obtaining suitable officials for a noon recess recreation program. In securing the necessary leadership two plans may be followed: (1) A large number of boys and girls may be trained in proper methods of officiating and of play leadership, or (2) physical education squad leaders may be called on to officiate.

NOTE: In connection with the subject of noon hour recreation, may we remind our readers of the September and October issues of *RECREATION* which were devoted to a discussion of co-recreation. A number of the experiences recorded in these two issues should have much to offer school officials planning a program of noon hour recreation.



Courtesy National Youth Administration

A New School and Community Center

ON THE AFTERNOON of September 9, 1939, the Spaulding High School was dedicated in the

city of Rochester, New Hampshire. This event marked the day on which this New England community of 10,000 people not only received a fine six-year high school but came into possession of a plant that will eventually become the center about which the recreational life of the city will revolve. Although the primary thought in the planning and designing of the building was to provide the pupils of this city with the type of education necessary to fit them for life, one of the main underlying thoughts was to furnish facilities that might also serve the adult population.

The Facilities

In order to provide suitable programs for child education and adult recreation, the building committee decided that the plant should have the following facilities: Thirty-four rooms housing classrooms, laboratories and shops; a gymnasium with two basketball courts; boys' and girls' visiting team rooms; a health clinic; a cafeteria; an auditorium; a library; a music room with stage; and an athletic field containing a quarter mile track, football field, baseball field, girls' field, general play field, two tennis courts, a handball court, and practice football and baseball fields.

It was decided that since the gymnasium, auditorium, and music room would be used the most by the public, they should be located so that it would be possible to shut them off from the rest of the building.

Community Use of Facilities

Gymnasium and Visiting Team Rooms. The most logical place to start an adult program seemed to be in the Department of Health and Physical Education. On the principle that these facilities should be available to the public except when needed for the school program, it was decided to offer an adult program three nights a

By MAURICE J. O'LEARY
Director of Health and Physical Education
Rochester Board of Education

week. It is hard to justify educationally the expense of installing boys' and girls' visiting team rooms since

the philosophical trend of today is toward having competitors fraternize in the same locker and shower rooms. In our case the rooms should be designated as community rooms since they are used more by the adults of the city than by visitors. The main object in including these rooms in the physical education wing was to provide locker and shower facilities separate from those used in the school program. These facilities, along with the gymnasium, are used twice a week by men and once a week by women.

The program of recreation for adults is planned and administered by the Department of Health and Education, whose workers are in charge of the activities. The School Department equipment is used, but to help defray expenses of heat, light and leadership, a fee of twenty-five cents per night is charged those attending the community recreation classes. This fee, which is paid only when the participant attends, entitles him to all privileges, including locker, shower, soap and towel.

In addition to this program the gymnasium is used for community parties. This fall, seven hundred people played bridge and whist at one party for the benefit of the Hospital Aid Association, and at Christmas time a large number of underprivileged children attended a Christmas tree party in the gymnasium. At such affairs as these the so-called visiting team rooms are used as check rooms.

The Cafeteria. This room, with a seating capacity of 225, is equipped with a modern up-to-date kitchen and provides an excellent place for large organization meetings. An effort is made not to compete with local restaurants but to cater only to groups that cannot be handled otherwise. Thus far this year the cafeteria has been used for such events as a district Boy Scout banquet and rally, a dinner for

Spaulding High School in Rochester, New Hampshire, named for the late Leon C. Spaulding, was made possible through a gift of approximately \$528,000 from the Spaulding families—Mr. and Mrs. Huntley Spaulding, Mr. and Mrs. Rolland Spaulding, Mrs. Marion Spaulding Potter, and Mrs. Leon C. Spaulding; a grant from WPA amounting to forty-five per cent of the cost of the project, and an appropriation of \$40,000 from the city of Rochester. The cost of the entire plant was close to \$1,000,000.

underprivileged children, and an organization dinner for a hospital fund drive.

By the use of folding doors the kitchen and dishwashing facilities may be closed off from the dining room so that there is no noise or commotion to interfere with after-dinner speakers.

The Auditorium. Rochester, like other cities of its size, contains a group of citizens who are interested in listening to outstanding lectures and musical programs. In past years they have had to go elsewhere to find this type of recreation. Now, however, our beautiful auditorium with its excellent acoustics fills this long-felt need, and up to the present time three outstanding programs have been presented. The enthusiastic support given the musical and lecture programs offered indicates that there will be a demand for future programs of this type. The programs were sponsored by civic organizations who paid a fixed charge for the use of the hall.

When this section of the building is in use, steel gates are closed in the hallways bordering the auditorium so that the remainder of the building will not be used.

The Music Room. This room and the gymnasium are the two most extensively used spaces in the whole plant, both being busy practically every night in the week. Every afternoon, at the close of school, one of the Girl Scout troops holds a meeting here. At night the music room is taken over by a community orchestra, a city men's choral group, and a county choral organization of mixed voices.

Future Use of Facilities

Since the first year in this new plant has been one of experimentation, one must look to the future to visualize the great benefits it will bring to this typical American community. Our enthusiasm, during this period, has been subjected to rigid control in order that we might not undertake a program which would prove over-

ambitious. The success of the program to date warrants a look into the future.

The groups now using the gymnasium should form an excellent nucleus for starting an evening program on our outdoor athletic facilities. It is not hard to visualize our fields teeming with men and women during the spring and fall engaged in tennis, softball, handball, archery, shuffleboard, badminton, and horseshoes. Under proper guidance this program has unlimited possibilities.

In looking to the future, adult education with its vast contributions to the intellectual and social life of the city, shares a large part of the picture. The ideal place to start this program would seem to be the rooms provided for special vocational subjects. There are a great number of men who would appreciate using our well-equipped machine, electrical, automotive, and wood working shops under competent instruction.

The Domestic Arts Department, with its cooking and sewing laboratories and its model suite, could offer a program in cooking, sewing, and homemaking adaptable to women of all ages.

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The site on which Rochester's beautiful new school is built covers thirty-three and a third acres. The athletic field alone contains twenty-five acres.



A Frolic for Teachers

By JANE DARLAND

Health Education Director
Young Women's Christian Association
San Antonio, Texas

IT OFTEN happens that school teachers become so involved in the multitudinous affairs that plans for their own recreation are pushed into that great limbo of "when I have more time." Realizing that teachers need recreation and physical activity as much as shop girls, factory workers, and tired business men, the Teachers' Council appointed a committee to "do something about it." This committee of five teachers, four women and one man, met with the health education director of the Y.W.C.A. to plan a recreation time for teachers. The Council approved the plan; the teachers voted favorably for its adoption and began to look up suitable play clothes.

Wednesdays from 3:30 until 11:00 P. M. was chosen for the time. It was to be "ladies only" from 3:30 until 7, then men teachers, husbands, and escorts were invited to enter all activities. A schedule giving time, events, and all necessary information was mimeographed and sent to each teacher. School officials were cooperative in "calling off" Wednesday after-school meetings; all costs were paid by the Council for a period of fourteen weeks, and all the teachers had to do was to manage to get to the Y.

From 3:30 until 8 there were badminton, darts, and table tennis in the gym, shuffleboard in the hall, and swimming in the pool. At 4 o'clock and at 7:15 came gym classes in the large, attractive club room, with piano accompaniment to exercises designed especially for teachers' needs, and featuring relaxation, reducing, and posture. Part of the class period of forty-five minutes was given to the discussion of diet, special exercises, and health problems. At the same time, beginners' swimming classes were held in the pool.

At 8:00 P. M. there was country dancing in the gym, when teachers, husbands, wives, and escorts learned to do the graceful rye waltz, to polka, to schottische, to do that Texas favorite "put your little foot," to romp through the Virginia Reel. A group always gathered around the piano to

We have all heard that there is nothing new under the sun, and frequently recreation workers wonder whether this is not particularly true of co-recreational programs. But in San Antonio, Texas, the Teachers' Council and the Young Women's Christian Association have worked out a plan which has some novel features.

obtain reference material—the names and publishers of music; books on dancing; names of suitable victrola records, so that they could use these dances in their daily teaching. They were not only having a good time; they were learning things that would be of value in their work.

All classes were taught and all game leading done by the two members of the Y.W.

C. A. health education staff. Members of the Teachers' Committee took turns acting as hostesses, one serving from 3:30 until 7; the other from 7 o'clock on. Their duties were to see that each teacher registered; that she learned the way to the pool, the gym, or the club room; that she had an opportunity to learn the game that she wanted to play; that she met teachers from other schools. As soon as a teacher learned a game she was enthusiastic about teaching it to someone else. No one sat around, no one had to be urged to enter into activity. They had come to play, and play they did with undignified whoops and giggles!

The first week one hundred and twenty-one adventurous souls came down to try it out; they tried everything and liked it! The next day they spread the word among their fellow teachers and the idea was established. The plan received a boost when one of the local papers, in its Sunday edition, published pictures of teachers from different schools playing table tennis and shuffleboard and taking swimming lessons. The caption was "They teach by learning to play."

The first month quiet games were set out—cards, Chinese checkers, jack straws, and others. No one went near them. The teachers wanted to bang at a badminton bird, to crawl under the ping-pong table for a ball, to "swing that lady." The table games disappeared and no one missed them.

As a "special" just before the Christmas holidays the Teachers' Committee furnished Christmas tree name tags, Christmas games were played and country dancing was enjoyed in the club

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The Recreational Life of Teachers

THE VALUES of recreational activity in the maintenance of mental and emotional health are being increasingly recognized. Authorities agree that such activity, indulged in solely for the pleasure and satisfaction derived from it, is desirable and necessary for every human being.

Since teachers are undeniably human beings, they naturally require those satisfying recreational experiences which all human beings need. Furthermore, since the teaching profession involves certain fatiguing and disintegrating influences which constitute a definite hazard to mental health, they particularly need adequate recreational satisfactions to offset these factors. Do they have these essential satisfactions? Are they finding in their leisure hours enough opportunities for full personal expression? Have teachers sufficient time, money, and energy to insure an adequate recreational life?

It was in an attempt to contribute some information in this field that an investigation into the recreational life of teachers was initiated in the fall of 1938. Information was gathered by means of anonymous questionnaires, and supplemented by diary records. Data were obtained as to time allotments for leisure and non-leisure activities, the variety and frequency of actual leisure activities, and the details of personal information necessary to an adequate interpretation of the data. A brief description of the findings of this study follows.

Description of the Group. A total of 734 members of the teaching profession in the state of New Jersey comprised the group studied. Of these, seventy per cent were women. Sixty-nine per cent of the women and thirty-two per cent of the men were unmarried. The average age was thirty-five years. Education in excess of four years beyond high school was reported by forty-seven per cent of the individuals. Large cities were

Some findings from a study of the recreational life and desires of teachers in the state of New Jersey

By MARGARET MOLDASCHL
Elizabeth, N. J.

represented by fourteen per cent of the group, small cities by thirty-two per cent, towns by forty-six per cent, and rural areas by eight per cent. Supervisory or administrative positions were held by fourteen per cent of the group; the remainder were actually teaching. Thirty-nine per cent were receiving salaries between

\$1,500 and \$2,000; almost one third were being paid \$2,000 or more. Thirteen years was the average length of experience in the profession.

Time Allotments. The average length of the school day for the group was found to be 6.2 hours. The average time devoted to school work after school hours was 9.9 hours weekly, or 1.4 hours daily. Maintenance time (that time devoted to eating, sleeping, care of self, care of home, family, etc.) averaged 11.8 hours daily. School day leisure averaged 3.1 hours; Saturday leisure, 6.9 hours; and Sunday leisure, 8.3 hours.

Leisure Activities. A questionnaire check list was used to obtain information regarding leisure activities indulged in often, and once in a while. When ranked according to the number of individuals who checked any participation, whether frequent or infrequent, the following activities led the list:

1. Reading the newspaper Checked by 95%
2. Attending the movies 93
3. Listening to radio news programs.. 89
4. Auto riding for pleasure 87
5. Entertaining friends 87
6. Reading non-fiction 87
7. Writing letters 84
8. Reading fiction 82
9. Attending church 81
10. Attending professional meetings ... 81

When ranked with respect to the number of individuals who reported frequent participation, the high-ranking activities were:

1. Reading the newspaper 89%
2. Listening to radio news programs 72

In the December issue of *Recreation* there appeared an article on recreation for the public school teachers of Kansas City, Missouri. Our readers will find it interesting to compare the findings of the study made in that city of the recreational desires and needs of teachers with this report of the study made in Elizabeth as presented here by Miss Moldaschl.

- | | |
|--|----------------|
| 3. Reading non-fiction | Checked by 50% |
| 4. Attending church | 47 |
| 5. Reading fiction | 45 |
| 6. Auto riding for pleasure | 44 |
| 7. Listening to radio classical music... | 43 |
| 8. Listening to radio popular music... | 41 |
| 9. Swimming | 41 |
| 10. Listening to radio comedy and skits | 35 |

Activities enjoyed by the greatest number of individuals were: reading fiction, auto riding, swimming, dancing, and legitimate theater. Activities not enjoyed, but participated in to maintain social or professional status were: professional meetings (disliked by twenty-one per cent of those individuals who reported them), extension courses, bridge, and club or lodge meetings.

Sex and age differences were apparent. Men of the group showed a wider range of frequent activities than did the women. A larger percentage of men than women reported both active and spectator sports. The activities of individuals from twenty to thirty years of age differed distinctly from those of the older individuals. This twenty to thirty year group was social and active (visiting, dancing, swimming, walking); the thirty to forty year group was serious minded (newspaper and non-fiction reading, extension course work, and professional meetings); the group over forty was civic and welfare conscious (church, civic, and welfare activities). There was evidence, with each increasing age level, of a narrowing down of the number and variety of different activities taken part in often.

Only thirty per cent of the group reported that their companions in leisure activities were for the most part other teachers; sixty-five per cent indicated that their companions were persons other than teachers; five per cent said that they were about equally divided between teachers and other persons. Although the majority of the group indicated relatively frequent association with the opposite sex in recreational life, as high as twenty-three per cent reported only very infrequent, if any, such association.

The majority of school systems represented by the teachers of this study do not provide recreational facilities for their teachers. Seventy per cent reported no facilities at all; thirty per cent reported some facilities provided by either the school system or the local Teachers' Association, but comments indicated that in a

large number of these cases, the "facilities" were limited to an occasional party or picnic. There was some indication of desire for provision of recreational facilities, but in the main the tenor of expressed feeling was that there were sufficient other recreational opportunities and companions outside, which were preferred.

In response to a question as to activities desired, but not participated in often now, 141 different activities were named. When ranked according to the number of individuals who expressed such a desire, these ten activities led the list:

- | | |
|--------------------------------------|--------------|
| 1. Travel | Named by 40% |
| 2. Legitimate theater | 29 |
| 3. Golf | 20 |
| 4. Dancing | 18 |
| 5. Horseback riding | 17 |
| 6. Playing a musical instrument..... | 16 |
| 7. Opera | 14 |
| 8. Creative writing | 9 |
| 9. Serious study | 9 |
| 10. Reading | 9 |

The reasons most often named for not participating in these desired activities were: lack of money, lack of time, and lack of facilities.

Dissatisfaction with lack of recreational life was quite general throughout the group. Most of the complaints were that recreation was inadequate in amount because of lack of time, which, in the majority of instances was due to the pressure of outside school work. Another complaint was that those activities which were really enjoyed and desired could not be participated in because of insufficient money. A third complaint was that fatigue, directly due to the nerve-wracking character of teaching, prevented either undertaking or enjoying recreational activities. Fatigue seems to have been partly responsible, also, for the passive character of many of the high-ranking activities; repeated comments pointed out that many of these individuals were habitually too tired to attempt anything other than reading or listening to the radio.

Summary and Conclusions. Reading was by far the outstanding leisure activity of this group; all

types of reading ranked high. Fiction reading ranked first among those activities reported as most enjoyed; non-fiction reading ranked first among those activities named as consuming much time.

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"Once the potentialities of recreation for personal development and satisfaction are fully recognized by the teaching profession, and imagination and initiative in trying out new ventures are brought into play, the possibilities in recreational life should prove unlimited."

Play Schools for the Preschool Child



By

VERNE B. THORPE

and

JENA V. HOLLAND

Mr. Thorpe is State Director of Recreation, Mrs. Holland, Field Supervisor, Work Projects Administration of Utah under whose auspices this experiment in the development of play schools is being conducted throughout the state.

IN THE STATE OF UTAH, fifty-two units of play schools are operating for children of preschool age. These units are a part of the Community and Work Projects Administration recreation program. They had their initial beginning in the request from parents for suitable activities for smaller children. Recreational services throughout the state offered many desirable activities for individuals from "six to sixty," but few activities were available for the preschool child except storytelling, sand play, juvenile playground apparatus and some special activity features which were all more or less a part of the summer playground programs and in the main extended only over a period of nine to twelve weeks. From the recognized need for activities for boys and girls of the preschool level emerged the state-wide play schools.

Under operation procedure, W-16 of the Recreation Project of the Work Projects Administration authorization of play centers for preschool children was established. The operating procedure set up standards which formed the nucleus. The major standards were:

Play centers were to be set up for boys and girls between the ages of three to six, who were not attending either public or private institutions.

The centers were to be established in public buildings which were sanitary, well lighted and

ventilated, with sufficient area to accommodate various play activities.

Drinking water and toilet facilities were to be available at the center.

The daily program was to consist of play activities, with provisions for rest periods and luncheon periods if considered desirable.

Leaders for recreation centers for the preschool child would be selected from the personnel of the Work Projects Administration files.

From this meager set of standards developed the state-wide play school system. It was set into operation by the following procedure:

The Work Projects Administration projects were combed for persons who, through academic training or practical training, might be developed into efficient leaders of the play school. The persons selected for play school leadership then began an intensive four-week training course at the State University which consisted of child psychology, mental health, recreational leadership, dancing, rhythmic, craft, games, music, health and storytelling for the preschool child. This preliminary training was only the nucleus of the training of the play school leaders. It was followed by continuous, intensive, and effective in-service training following the opening of the play school.

During the training of the leaders state newspaper publicity of the proposed preschool set-up brought many requests for play schools from public agencies from many communities throughout the state, and the organization proceeded in accordance with the requests.

Committee Organization

The organization began with a meeting of all mothers in the community who had children who would be eligible for play schools. At this initial meeting policies of the play school were discussed regarding adequate building facilities, supplies and equipment, entrance regulations, program activities and the importance of an organization for the mothers. Emphasis was placed upon the significance of the mothers' organization as the sponsoring unit and as a regular unit for study purposes. Officers of the mothers' organization were elected consisting of a president, vice-president and secretary and the following committees: Building Committee, Supply and Equipment Committee, Finance Committee, Home and School Coordination Committee and a Publicity Committee.

Through the conscientious efforts of the local Building Committee of the Mothers' Club, ninety-five per cent of play school facilities in the state were provided by school boards in elementary grade school buildings, or in junior high school buildings if the elementary schools were overcrowded. The remainder of the facilities were provided in the children's division of the new libraries throughout the state which had been built recently under the Work Projects Administration construction program and were not yet equipped for library use. In a few cases American Legion rooms and other municipally owned buildings were used, but these were so few in number that they were practically negligible. In only one community in the state was the mothers' organization obliged to raise money to pay for rental on a play school building. The members of the Building Committee of the mothers' organization got results!

The Supply and Equipment Committee was furnished with informational material from the WPA State Recreation Office regarding the selection of suitable play equipment and materials for the preschool child, and in addition to this service consultants were available from the state staff to assist them with their selections. These committees not only had the responsibility of the selection of materials such as modeling clay, educa-

tional toys, crayons, story books, toys, and paper, but were also responsible for the standard play school equipment consisting of sand boxes, aquariums, tables, chairs, library tables, easels, lockers, and outside playground equipment.

The Finance Committee assumed the responsibility of meeting the expenses of the play schools. This was done in many ways, the various plans being adopted by the entire membership of the mothers' organizations. The type of community was an important factor in determining the procedure. In the well-to-do communities, the mothers preferred contributing a dollar a month, and in addition donated many interesting things to the play school. However, wherever the mothers preferred to contribute to cover the expenses, there was a definite understanding that no child would be eliminated if his parents were unable to contribute. No such problem arose, however, under the plan followed, as one dollar per year is sufficient for play school materials and supplies once the equipment has been purchased.

In other communities the Finance Committee sponsored money raising entertainments such as bazaars, teas, variety shows. In one community arrangements were made for a special Saturday morning movie matinee showing a good children's picture. Forty dollars was raised from this project. In other communities child welfare organizations, city recreation departments, parent-teachers' associations, civic clubs, local school boards and various public agencies furnished funds for the operation of the play school. In many instances, in rural communities the fathers of the preschool children made the tables, sand boxes, easels and other play equipment according to specifications sent out from the state office.

The financing of the play school was not a difficult problem because of the unique and appropriate procedures which were used that were typically individualistic and applicable to the specific community which adopted them.

The Social Committee cooperated well with the Finance Committee in communities where money raising entertainments were the means of obtaining finance. In addition to working with the Finance Committee, the Social Committee was responsible for all socials of the parents, parents and children, and children's entertainments. Many mothers became more interested in the organization through attending the sewing bees, candy pulls, toy making hours and other socials which were planned by the Social Committee.

The Home and School Coordination Committee was one whose functions were of paramount importance, as home and school cooperation is indispensable in the play school program. The responsibilities of the Home and School Coordination Committee consisted of the planning and development of study conferences which were scheduled regularly once a month. The committee was responsible for scheduling the dates, places of meetings, topics and selecting group leaders. Specialists in the field of child development were often used as discussion leaders and such topics were discussed as: Wise Selections of Toys for the Preschool Child; Habit Training in Play; Guiding Emotional Development in Play Situations. The Home and School Coordination Committee influenced parents to visit the play school at least twice each month to see their children in play situations under leadership. The committee was responsible for having the mother of each child attending play school attend every study session and visit the play school at least twice each month.

The Publicity Committee kept the community informed of play school developments, of study conferences which were open to the public, of socials, and of changes in policies of the school.

All committees consisted of a chairman and two members, except the Finance Committee and Home and School Coordination Committee each of which had a chairman and three committee members. All committees functioned through the entire year. This organization made it possible to use every mother in each play school unit.

With this local organization functioning effectively there was little need for state recreation officials to spend much time in the community, except when called in to approve various developments. Consequently organization of play schools throughout the state developed at an amazingly rapid progress, and as a result fifty-two units were established in the period of a few weeks.

The Program

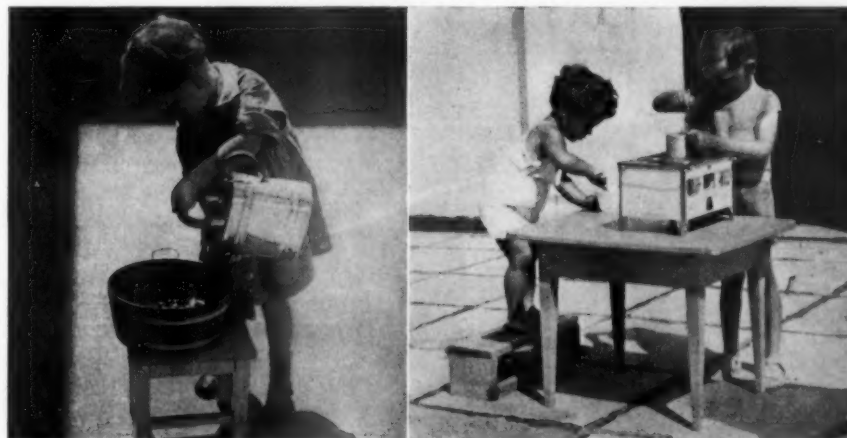
At the outset it was evident that the limited number of trained leaders

could not handle adequately the number of preschool children whose parents wished to send them to the play schools. In order to have a play school which would be conducive to good wholesome personality development and would have proper facilities and leadership, a state ruling was made which allowed the twenty children nearest school age in the community to attend each unit of the play school. The regular attendance of twenty children was maintained by a state-wide regulation which stated that if a child was absent more than three days in succession without an excuse, he would be replaced by a child who was next in line on the waiting list. Whenever a child moved from the community or, for any other reason was replaced by another child, both the new child and his mother became members of the play school.

One play school leader conducted two units of play school each day. The units were set up from 9:00 A. M. to 12:00, and from 1:30 P. M. to 4:00 P. M. In some communities the opening and the closing time was adjusted to meet school bus schedules or to coincide with the public school hours so that the small children could accompany their elder brothers and sisters to and from play school. But in all instances the centers throughout the state operated not less than two and one-half hours per session.

The activities carried on at the play school are most intriguing to the preschool child. Before the child can participate in the activities he is given a daily health inspection by the play school leader before entering group activities. Play school

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Courtesy Journal of Health and Physical Education

Preparation for Recreational Leadership

HAVE YOU, as a faculty member, ever been asked to help conduct a party for a group of junior or senior high school students? Well, if not a party, perhaps you assisted with the entertainment at a social hour, an evening meeting of the parent-teachers association, or just a get-together of the faculty. If you have been called upon for this type of extra-teaching duty, the perplexing problem of how to make the event enjoyable for all has arisen.

Do you ever sit with your head in your hands pondering what to do with the students during the noon hour? How do you provide wholesome activity for the rural students awaiting the arrival of the bus after school has been dismissed? Have you been asked to act as an adviser for a group interested in organizing a club? Would you like to extend the services of the school to include rich and varied recreational activities for the entire community? Are you planning a summer playground? What will constitute the activities on the all school picnic?

These are some of the problems dealt with in the course in recreational leadership at Colorado State College of Education. Obviously the fundamental objective is training for recreational leadership. A second objective is to discover means of providing the facilities necessary for a functional recreation program. In so far as it is expedient, the emphasis is upon activity, since we hold that in this instance at least experience is the best teacher.

The school is often accused of teaching impractical theory. Too frequently this is a just criticism. In an attempt to prove our particular theory, that recreational leadership can be developed only through experience in leading social groups in activities, provision for its practical appli-

When an educational institution subscribes to the belief that experience is the best teacher

By PERCY O. CLAPP

Associate Professor

Physical Education

Colorado State College of Education

"everyone needs wholesome recreation, but we simply haven't enough funds to provide it." Since the lack of money is the first excuse offered for failing to provide such programs, we attack the problem from this angle and prove, through actual practice on the campus, that recreation can be had at nominal or no expense. Embryonic recreation leaders learn to make the necessary equipment and to find new uses for old facilities. A by-product of the course is the enjoyment students find in creating the gadgets and devices used in games. Elaborate equipment is oftentimes impossible to secure without community support. However, if the initial recreational program is favorably received, funds for its enlargement will be forthcoming.

How It Is Done

This experimental course is steadily groping toward a larger and more specialized work in the recreation field. At the present time, two more specialized courses are offered on the campus. Even though the summer session of eight weeks is not sufficient time to develop experts in recreational leadership, each of the approximately one hundred students is given the experience of conducting a large group engaged in social activities. The class is divided into six committees headed by student chairmen. In addition to the daily laboratory period, the entire class meets on Wednesday evenings each week of the quarter for a social hour. Other interested

The training techniques enumerated in this article, Mr. Clapp points out, are not adequate for the development of recreation directors or specialists, but they suffice for a cursory view of the recreation field. The purpose is to spread the philosophy of recreation for all, in the school and the community. An attempt is made to inculcate the belief that everyone is entitled to recreation regardless of age or economic levels. Beginning with an altruistic motive the recreation worker learns as he proceeds that his work helps him gain the same satisfactions and happiness he is trying to bring to others.

students attend, often swelling the number of participants to four hundred or more. The first social hour is conducted by the instructor. In turn each of the six committees is responsible for the following six programs, all cooperating on the last night. The instructor is available for consultation and is in attendance at the Wednesday night meetings, though the students of the committees are encouraged to solve their problems without his help.

To insure variety and experience in more than a limited number of activities, the committees follow a general outline in planning their programs. The first forty minutes of the evening tax the ingenuity of the committee members. They must plan a progressive party, using only homemade equipment which might be accessible in any community. Each succeeding committee must provide a different set of games and stunts. This results in novel and interesting activities undreamed of by the unimaginative. For the remaining fifty minutes, everyone joins in simple dance rhythms.

At least four of the five following types of rhythms are used each week. For an ice-breaker, circle dances such as the Schobogar, the Rueben, or Captain Jinks serve admirably. To the swing of popular music the students dance the couple dances, the Schottische, Polka, La Varsoviennne, and the Rye Waltz. Once the ice has been broken the square dances are favorites with all. The Waltz Promenade, Divide the Ring, Birdie in the Cage, Fall Back Six, Hinkey Dinkey Parley Voo, and numerous others are enjoyed. The Virginia Reel and the Paw Paw Patch, among other double line formation dances, help to establish rapport among the dancers. Particular emphasis is placed upon rhythms in which three individuals make up the dancing group, either two girls and one boy or two boys and one girl dancing the Crested Hen, Come Let Us Be Joyful and the Old Gray Mare. This formation successfully accommodates unequal distribution of the sexes.

Two stringent rules govern the conduct of the party: The committee must compel dancing couples to change partners at frequent intervals and non-participants are invited to join in the activities. "In the activities, or out of the way," is the motto.

Within the same general pattern previously outlined, four of the nights are set aside for group activities in which one or all the groups play the same game or dance the same rhythm simultaneously. To prepare for their night in conducting the party, each committee holds several meetings outside of the regular class period. In these meetings each member of the committee receives instruction in various rhythms and games and is given an opportunity to conduct the group in one or more activities. Since more than half of the members of the class have not had any experience in this type of recreational leadership and may be majors in social studies, or music, or elementary education, or school administration and the like, detailed instruction is absolutely necessary. Many are entirely without experience even in social dancing.

In keeping with the statement made earlier, that the entertainment should cost very little, the music

Increasingly schools are training their students for the wise use of leisure time



Courtesy Los Angeles Public Schools

for these parties is furnished by a single piano. In this instance a professional is paid for his services, but in small communities even this expense may not be necessary. Occasionally one of the students provides an accompaniment to the piano. Since it is our theory that good entertainment may be had at nominal expense, we place emphasis upon activity rather than passivity. Hence students tend to develop an interest in entertaining others with types of activities free from the expense of elaborate equipment. The majority of students find these weekly socials a source of wholesome fun. Truants from socials are few.

Laboratory Work

A part of the class lecture period is devoted to the discussion of constructing the necessary equipment for these parties preliminary to laboratory work. In the laboratory students are required to construct at least one game, either a manipulative puzzle, a throwing game or a paddle game; and in addition each student makes a puppet, some archery equipment, an airplane or any other article requiring the practice of handicrafts; they learn how to make useful articles from discarded materials. As Miss Dorothy Enderis, Assistant Superintendent of Schools in Charge of Recreation at Milwaukee, Wisconsin, has said: "Rubbish is material misplaced." That is, many useful articles can be salvaged from discarded materials. With very limited equipment no attempt is made to create specialists in manual arts or handicrafts. Rather, the aim is served if the students learn that equipment for parties can be made with little expense and a great deal of pleasure. Each committee is required to construct a puppet set and enact a short drama before the class.

During one week of the laboratory period, every available table game and puzzle is played by the entire class. Games suitable for various age groups such as mill, wari, ruma, go, caroms, chess, anagrams and card games receive special instructional attention. Each member of the class is required to become familiar enough with each game to be able to explain to others how it is played. The value of these games to actual school programs is brought out in several examples. Any or all of these games are readily available for noon hour programs at school. Some games are excellent devices for the teaching of subject matter. For example, anagrams give splendid practice in spelling; dominoes and cards may serve to teach

arithmetic; and geography can be made more interesting with the aid of map puzzles. As each student constructs at least one game from inexpensive materials, the program is exceptionally practical for small school systems limited in providing recreational facilities by inadequate funds.

One week of the daily lecture period deals with highly organized games for co-recreational groups. An hour in the late afternoon is set aside for practice of these games, and although students are not required to attend, a majority of the members of the class do. The program is conducted by the instructor. Teams are organized to compete in a tournament for the purpose of instruction in conducting competitive play. In addition to the team games of volleyball, cage ball, cork ball, and Indian ball, dual and individual games are played. Badminton, archery, pateca, paddle tennis, jali, and boccie are the most popular individual games. Most of the games can be constructed by anyone from inexpensive materials.

Games of low organization require less skill and are governed by simpler rules than highly organized games. As students are not familiar with the range of offerings in this area, a full week of class time is delegated to their study. Thirty to forty games and stunts with their variations are studied, played and appraised through tournament play. Among these games are the vigorous and active dare base, and relays. Less active games, such as stride ball, dodge ball and duck on the rock are taught.

The quiet games like buzz, and beast, bird, fish are illustrated. Games requiring little room and small numbers for their play are particularly important because their activity is adaptable to small party groups. Among these are darts, ring toss and box hockey.

The group receives instruction in the use of a council ring as well as storytelling, dramatizing and group singing. Within the committees each member tells a story. The committee also presents a drama to the class, more often than not the puppet show mentioned earlier. On the annual class picnic several students take turns in leading group singing. Throughout the course, methods in recreational leadership are applied in the many activities. Schools and other organizations in the surrounding community provide at least thirty opportunities for experience in leading recreation groups outside of the class. After the first experience in conducting a party, the student gains confidence and a genuine interest in leading recreation.

Objectives of a Program of Extra-Curricular Activities in High School

By EUGENIE C. HAUSLE
James Monroe High School
New York City

SHOULD THERE be a system of awards? Should all pupils be required to participate in extra-curricular activities?

Should extra-curricular activities be counted toward graduation? Should there be faculty supervision? If so, should the teacher receive this as an assignment or should it be voluntary? These and many similar questions form the basis for a philosophy underlying an extra-curricular program in a high school.

When a subject is introduced into the curriculum the aims and objectives are set forth and then procedures are established whereby it is hoped that the aims and objectives can be best realized. We have introduced extra-curricular activities into the secondary schools; but have we clearly defined our aims and objectives? Extra-curricular activities exist in every school, but are the teachers aware of the aims and objectives and do they make their pupils conscious of the aims?

The author sets forth character training for decent living in a democracy as the broad purpose of extra-curricular activities, with special emphasis on two of the seven cardinal principles, namely, worthy use of leisure and training for citizenship as two specific objectives.

Let us see how we can organize a program with these objectives in mind. All extra-curricular activities can be put into four main divisions: (1) Athletics—interscholastic and intramural; (2) clubs—subject, hobby, welfare, honorary; (3) semi-curricular—those for which a school may grant subject credit; (4) citizenship—service.

Athletics, while fulfilling a health objective, can also be made a lesson in worthy use of leisure and decent living by placing the emphasis not on muscle building or the winning of an event but on sportsmanship and fair play. Intramural sports become far more important because they

can reach a large number of pupils, while interscholastic sports are restricted to comparatively few. Clubs, the activity most

frequently thought of when extra-curricular activities are mentioned, do not always receive the proper attention. Frequently a teacher is assigned to a club as an additional task, and instead of using the club to carry out an objective, it becomes a burden. A faculty adviser should herself be so engrossed in the purpose that it will be a pleasure to meet the group. However, the teacher's enthusiasm must not make her dominate the club, but she should be a source of inspiration to the pupil members.

Types of Clubs

Clubs do not all fulfill the same purpose in the entire setup. For this reason the author has divided clubs into four types: (1) Those which grow out of the curriculum and return to enrich it—these are the "subject" clubs, such as language clubs, history clubs, mathematics clubs; (2) those which are not directly connected with any curricular subject but nevertheless are necessary for proper enjoyment of leisure time—these are the "hobby" clubs, such as stamp collecting, radio, and many others, for one needs an avocation as well as a vocation in order to live a full life; (3) those which are planned to develop a charitable and altruistic attitude—these are the "welfare" clubs, such as Junior Red Cross, on which greater emphasis should be placed in order to develop in the pupils a better understanding of brotherly love and sympathetic aid in distress; and (4) those in which membership is restricted to pupils who have fulfilled certain prerequisites. These

are the "honorary" clubs, such as Arista, and Service League, to which only qualified pupils are elected. It should be noted that social clubs as such were omitted, for social graces and ameni-

When extra-curricular activities receive the approbation of administrators and are properly organized and centralized, they will become an important means of achieving the goal of education as set forth by the Commission on the Reorganization of Secondary Education. This is the thesis of this article, which is reprinted from *School and Society*, April 22, 1939.

ties should be a part of every club. All clubs should have occasional parties, and similar events to help in personality development.

From the descriptions of the various types of clubs it is evident that different types of teachers are necessary if the program is to be carried out with the best results. A teacher may be willing to assist but she may not be suited by temperament to run a particular club or she may not have a sufficient fund of knowledge to be an inspirational leader. For this reason teachers should not be assigned at random but rather invited to

conduct a club, and then a teacher should be permitted to sponsor a club only if she is wholeheartedly willing to do so. A sponsor of a club should be an "adviser" to whom the members may go for advice; one who has a wholesome effect upon the pupils by way of character building. In all types of clubs the sponsor must not lose sight of the main objectives of an activity program.

Semi-curricular activities afford a very important means of carrying out the main objective—decent living in a democracy. The author uses the name "semi-curricular" because in some schools the activity is entirely extra-curricular, with no credit toward graduation, and in others the activity receives partial or full credit toward graduation. However, even in the latter case, much more time is devoted to the activity than is required of a prepared subject. This group includes such activities as orchestra, band, glee club, the school newspaper and school magazine.

These activities, besides providing enjoyment to



Courtesy WPA, New York City

Hobbies are important in the school's program of extra-curricular activities

portunity to teach democratic ideals through this group! Here we can develop within the pupil those responsibilities and powers whereby he can find his place in the world so that he can help make it a better place to live in. Surely here the pupils need able advisers to help them reach this goal which they of themselves cannot fully understand without the mature experiences of their teachers.

This group includes all service activities and elective or appointive positions of the governing bodies of the students. Here we find all types of service—clerical in departmental and administrative offices, patrol and traffic, lunch room, besides service as officers of the senior class, general organization and other executive student groups.

Pupils must be shown that it is necessary to work together for the common good of all and

the members, should be used to emphasize the main objective. Here the sponsors have a wonderful opportunity to show the pupils the necessity for teamwork and cooperation; to demonstrate the fact that they cannot be individualistic, but all must work together to produce something worthwhile. Furthermore, worthy use of leisure is realized by instilling a love for beautiful music and a desire to read good literature. With the emphasis on the beautiful there must be a carry-over into decent living.

The fourth group is of activities that are called "citizen-

ship" activities because through them we can realize the second of the specific objectives mentioned. What a wonderful opportunity

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A Children's Theater Takes to the Road

By VIRGINIA LEE COMER

Children's Theater Department
Association of the Junior Leagues of America, Inc.

ONLY THE covered wagon is missing from the pioneer efforts of the Junior

Leagues' children's theater. If we can substitute for the picturesque covered wagon an ice truck or station wagon or trailer, even the visible sign is very much in evidence. There are now about forty-seven groups of itinerant players, composed of young women whose volunteer work for their communities is the producing of plays, trouped to schools in every section of a city, to rural classrooms, to settlements and hospitals, with a total audience during the past season of over three hundred and fifty thousand children.

For almost twenty years Junior Leagues have been very busy at the job of providing theater for children. They have constantly endeavored to demonstrate to other organizations and individuals the vital part that theater can play in the development of the child. Today the picture is vastly different from the early twenties.

Children of Philadelphia's Jackson School
watch a League performance of "Cinderella"

There are now a scattering of civic and university theaters giving heed to the child audi-

ence. Within the last few years the resources for professional entertainments which can be imported have widely increased. Series programs of operas, plays and ballets have been set up, and while in many places these remain the responsibility of the local Leagues, there is an increasing number of community boards formed to administer the programs, boards composed of representatives from schools, recreation departments, parents' groups, and others. Although trouping programs cover only about one third of the total scope of children's theater activities of one hundred and forty Leagues, trouping is typical of the pioneer spirit and is certainly the most unique contribution in the field.

In the early years plays produced for a child audience were by no means a part of the Junior League community service program,



but were used as a method of raising money for the support of welfare projects. Those handsome and massive productions of *The Blue Bird*, *Peter Pan* and the *Oz* stories in Chicago Loop theaters, at the Copley in Boston, in Cleveland's Severance Hall, brought in a large amount of money. Their real significance, however, lay in the fact that they served to open the eyes of League members to the real need of their own children for such entertainment. Finding that the plays not only provided an afternoon's wholesome entertainment but also stirred the imagination and created lasting impressions, the members began to seek ways in which a greater number of children could share in this experience. Although it was possible to bring children from institutions and distribute free tickets through welfare agencies for special performances, still there was no way of reaching the great majority of a community's children.

The Trouping Program

Slowly and pragmatically, through increasing experience with audiences, League volunteers developed their philosophy of children's theater, based on the conviction that all children should have the delight of dramatic entertainment and should be given the opportunity to know and understand the theater as a part of their cultural inheritance. This attitude created the drive which has led to the development of the trouping program.

The principle of trouping rests on the fact that a great many more children can see a play if it is taken to already assembled audiences than when children come from many sections of a community to a centrally located auditorium or theater. However, there is great variety in the programs planned since the needs and facilities vary from one community to another. It has been the sincere effort of each League to avoid duplication of effort and program and to investigate its community in order to determine the best program to meet the greatest need. In this they have been assisted by the professional staff of the Children's Theater Department of the Association of the Junior Leagues of America. In certain instances help has been derived from existing surveys of recreation programs, studies of delinquency, and similar sources. Always the advice and cooperation of educators and recreation workers is sought.

It has been found that by far the largest field for trouping is in the public schools. In certain cities full length plays are given after school hours in elementary school auditoriums or high school

auditoriums to which teachers in nearby elementary schools bring their classes. Other programs consist of a forty or fifty minute play performed during assembly periods. Often it is necessary to give two or three performances in one school in order that all the children can see the play. In some schools principals prefer plays planned for and seen only by selected grades.

The question of whether admission will be charged or performances will be free is left for answer to the superintendent of schools. Where it is believed that children's appreciation is increased by having to pay even a few pennies for entertainment, often the tickets are sold by the teachers or the Parent-Teacher Association, the proceeds going all or in part back to the schools for a milk fund, books or other equipment. Where it is believed there should be no charges for entertainment, since the schools are tax supported, performances are free and are usually held during school hours. In either case the financial responsibility is assumed by the League as a part of its community service program.

A trouping program is particularly effective in a city such as Newark with its tremendous industrial population. The Newark League has just completed its fourth year of trouping one play a season with from thirty-five to fifty performances of each play. The audience for the play has totaled between twenty-five and thirty-five thousand each year and consists of children who had never seen a play other than one produced by their own efforts and few of whom can go to the movies. The play has become a high point in the year for these children and a recent study of thousands of letters shows that it leaves lasting impressions because of the innumerable references to former productions.

Similar programs are carried out in other large cities, among them Cincinnati, Chicago and Philadelphia. In Los Angeles hundreds of miles of traveling is necessary to cover the outlying sections of the city, from which it would be impossible for children to come to a centrally located theater. In smaller towns, such as Elmira and Little Rock, ten or twelve performances are sufficient to reach every child in the elementary schools.

Where a series has been established to give several programs a year to an audience usually limited to fifteen hundred or two thousand, the League is supplementing this by trouping plays to those schools from which children do not attend the series. This has led in a few instances to troupe-

ing to rural schools and the trend seems to indicate that Leagues will in future devote considerable thought to the problem of bringing entertainment to the village and country school, since children here have even less than those in the large cities.

Where it is possible, free performances are given in settlements. Illustrative of this is the New York program which consists of two plays a season, each given in six settlements.

Production Problems

There is a general dearth of good plays for children's theater, but particularly hard to find are scripts adaptable to trouping. This situation is leading more and more League members, thoroughly familiar with the problems of trouping, to try their hands at playwriting. The results are encouraging, and the manuscript library maintained by the Children's Theater Department of the Association now includes some very workable scripts which are available for use in all the Leagues, as well as to any other producing groups. Charlotte Chorpenning of the Goodman Theater has been unfailing in her interest in the League program and has adapted some of her long plays, such as *Cinderella*, *The Indian Captive* and *Alice in Wonderland*, to meet the demands of trouping. The trouping play must have a relatively small cast, since playing space on many stages is very limited. More than two sets makes for difficulties, because of lack of storage space.

The technical problems involved in trouping have been manifold and although solutions have been forthcoming it is still a challenge to keep the artistic standard high in spite of fantastic difficulties.

The same show must appear on one stage with a 50 foot proscenium opening and the choice of an 8 foot depth or a whole basketball court, and on another stage that is a curtainless small platform. Although a portable cyclorama has been used with some degree of success, the most popular and adaptable type of scenery consists of free standing screens. Screens take care of both the large and small stage, since it is possible to vary the number of units used, and they also overcome the problem of hardwood floors where it is practically a criminal offense to set a stage screw. In a few

In 1938 plays were presented by ninety-four Leagues, while thirty-four worked in the field of puppetry and fifty-seven gave radio programs. There were 826 performances of ninety-two productions which played to audiences of more than 350,000. Players in forty-eight cities trouped from school to school, and productions were also given in hospitals and settlements in a number of cities.

cities where by some miracle all stages are equipped with curtains, set pieces are used to advantage. A survey is made of all stages before the production is planned, and most groups have discovered the advantage of having blueprints of each stage. They have been made in many

cases by high school students in mechanical drawing courses.

Lighting for a production presents real difficulties because of the lack of equipment in the majority of schools. Even in new auditoriums that have been expensively equipped, the layout is apt to be inflexible and the instruments inefficient. The old-timers in trouping now have portable equipment, usually consisting of two floods and four spots, which is effective even where there is no permanent equipment.

Ingenuity must be exerted in the construction of large props, since few stages are planned with off stage storage space.

Because few props can be used, these must be carefully designed so that each contributes the maximum in effect to the total stage picture.

Costumes, not being affected by the limitations of trouping, become the most dominant element in the production.

Commercial hauling of the show is almost always prohibitive in cost and this has resulted in the use of trailers, station wagons, and U-Driv-It trucks. Sometimes inexpensive hauling is possible by employing an iceman, whose truck is available after early morning hours.

Since the technical problems are now thoroughly familiar and can be foreseen and the organizational routine has been perfected, it has been possible, in the last two years, for groups beginning a trouping program to assume long schedules at the outset. Where once a block of ten or twelve performances was arduous, now Leagues can begin with schedules of twenty or thirty performances.

The Advantages of Trouping

The trouping of plays to children demonstrates the unique place which volunteers can take in a recreation program by supplying a service it would be impossible to provide otherwise. The trouping program offers certain advantages both in the field of children's theater and to the volunteers.

(Continued on page 402)

What They Say About Recreation

"**A**S TEACHERS our function is to make the school a place where boys and girls enjoy a long and successful experience in democratic living. . . . Will you tell the children what is good or will you help them develop the power to distinguish between good and bad? Will you make their decisions for them, or guide them in the practice of making their own decisions wisely? Will you be satisfied with helping them learn what the book says, or will you, as Emerson said, help them 'learn to detect and watch that gleam of light which flashes across the mind from within'?"—From *School and Society*, November, 1939.

"Teachers and parents are realizing today the fertile fields of teaching inherent in the spontaneous play of the child. Psychiatrists are laying stress on play as a balancing element contributing to sane and more effective living. The new approach, however, is not so much concerned with big muscle building; rather it aims to create wholesome personalities, living and livable human beings, people who can find relaxation and rest from the growing complexities of an increasingly tense milieu, people who really know how to live."—*John E. Davis in Hygiene.*

"Certainly the most important change that is coming into the new world is that work is going to take a secondary place; and in so far as our children's education assumes that work is the chief thing in our life, it will fail. . . ."—*John Landon Hughes.*

"Often the best way to improve the contribution of the teacher is to raise the teacher's own level of satisfaction in living. Some teachers are so unselfishly devoted to their work that they lose out a little bit as persons. That is penny wise, pound foolish. Let me advise that you get out and have enough fun on your own. Keep up your own sense of zest and adventure. Build up warm personal relationships with other human beings. . . . Take time to read what you want to read, to enjoy some forms of art, and to associate with the springtime. The river of personality guidance cannot flow higher than its source." *Goodwin Watson in Journal of Health and Physical Education.*

"To 'reshape reality' is the true function of the teacher. To leave the community a little better than one finds it, to breathe a new spirit into the school, to remould the life of a child started on an unfortunate course — this is the work of the teacher confident of himself and of his aim."—From *The Purposes of Education in American Democracy.*

"Education must meet the practical needs of the developing world of today as they come into view, and the meeting of these practical needs will be a significant accomplishment in itself. But, after all, more than that must be kept in mind. Education is not merely a meeting of these practical situations in themselves, but is a development of the personality of the child in such a way as to make him able, on the one hand, to get the richest possible experience out of life as an individual, and, on the other hand, to take part successfully in the life of the community."—From *Safety Education*, Eighteenth Yearbook of the American Association of School Administrators.

"Provide experiences which give pupils worthwhile opportunities to feel the thrill of creating things with their own fingers, of applying art principles to everyday life situations and of interpreting the beauty in the culture of other lands as well as our own. . . . The love of beauty is a basic value that comes from participation in interesting and worthwhile activities rather than from listening to lectures about it."—*Agnes Samuelson in "Every Teacher an Art Teacher," School and Society.*

"The higher aim of education today is the development to the fullest extent of the growth of the individual, based upon a scientific understanding of all his needs and capacities. In so doing we try to attune our own thinking to harmonize with the student's particular interests because we realize that in his interests lies the key to his needs and capacities. Education cannot supply individual capacities—these must be inborn; but it can stimulate and aid in their growth; it can educate the student by giving him the opportunity to develop himself."—From *Dance, a Creative Art Experience* by Margaret H'Doubler.

Puppet Shadows With Sunshine



OUR TRAVELING marionette shows proved embarrassingly popular — embarrassing because all the playgrounds wanted to “do them,” and to do them from creation through production at ten centers was a greater time-consuming job than the summer schedule permitted. We were racking our brains for a substitute when the bulletin of the National Recreation Association on shadow puppets came in the mail. It was providential and proved the solution of our problem.

Shadow puppets, of course, meant an indoor performance, but as most of our playgrounds were operated on school yards a show inside was possible. Auditoriums, stages and artificial lighting were not available, so a classroom with a teacher's desk on which to rest the screen, placed before a day-lit window had to be our substitutes. These facilities were surprisingly effective, in fact quite satisfactory. The screen had to be demountable but this proved an advantage for it could be easily transported in a rumble or a storage compartment; and as it was designed to tie in place it could mar no one's desk.

The Frame

The frame for the screen is made of $1\frac{3}{4} \times \frac{3}{4}$ inch pine, the inside opening measuring 36 inches high by $38\frac{1}{2}$ inches wide. The top of the frame is 56 inches long; this allows an overhang of seven inches at each side to carry the curtain when it is pulled open. The curtain, hung on a heavy wire which is run through three screw eyes, is pulled open or closed across the front. It should

By DOROTHY HEROY

Chairman

Board of Public Recreation
Stamford, Connecticut

be made of material heavy enough not to be transparent.

The bottom piece of the frame is notched in two places eight inches from each end. Into these notches are fitted, and then bolted, two pieces of $1\frac{3}{4} \times \frac{3}{4}$ pine 29 inches long. These are the braces that extend across the desk to help hold the frame in place. In the front end of each brace is a screw eye. Into each of these is knotted a heavy cord. These cords extend under the top of the desk to the back where each is run through another screw eye in the back of the frame and firmly tied. A heavy piece of cloth (we used imitation black suede made at a local factory) $14\frac{1}{2}$ inches deep is first tacked across the back at the bottom of the frame. This helps hide the cast which, even with this aid, must be seated on a very low bench or on kindergarten chairs. Back of this cloth dado is stretched and tacked tightly a piece of cheap, thin unbleached muslin. Straight across the back, $12\frac{3}{4}$ inches from the bottom so that it runs flush with the top of the black cloth, a piece of lattice one inch wide is laid and held in place at each side of the frame with small screws. The thin edge of this slat gives a “floor” for the stage, a ledge for

the puppets to walk on. Clear across the front of the screen, so that it projects a half inch above the top line of the black cloth, is placed a half round ($\frac{1}{2}$), tacked at the ends with brads. The space thus created between the lattice or cleat and the half round serves as a slot to hold the pasteboard scenery and properties in place. The curtains, to hide the cast, were made, because they were a gift, of old bed sheets. These were cut in half on their worn fold, then dipped the desired color.

A screw eye was put in the back of the frame at each end near the top; corresponding screw eyes were put in the window frame behind, a stout cord was run between these sets of screw eyes and the curtains were thrown over the cords and fastened in place. The daylight coming through the window behind cast a very good shadow. We chose, where possible, a window that did not have a tree or some other object just outside, because we found such objects showed through the muslin when they were too near. Lastly, across the front of the table or desk was draped a piece of crepe paper to match our color scheme and to hide the feet of the cast.

The Plays and the Puppets

We were now ready to plan the plays and the puppets. These had to be very simple for we were novices with little ability to draw. For our puppets we bought cut-outs from Milton Bradley Company, 399 Codwise Avenue, New Brunswick, New Jersey, dealers in school supplies. We purchased one of each of the sets that contained the characters we wanted to use. These served as patterns for the children to trace, cut out and decorate. Except for the heavy outlining of all edges the decorations did not help the shadow, but it pleased the small artists to make them.

Patterns for the properties such as trees, a well, and furniture were of homemade design on a scale to fit the characters. The list of plays included "Goldilocks and the Three Bears" and certain Mother Goose rhymes that offered a dramatic incident, such as "Jack and Jill," "Humpty Dumpty," "The Five Little Pigs," "Little Miss Muffet," "Hickory, Dickory, Dock," these last two posing technical

No auditorium, no stage, no artificial lighting—just a classroom, a screen, a teacher's desk on which to rest the screen, a day-lit window, and you have an amazingly adequate and satisfactory setting for these ever-popular shadow puppet shows.

problems in the manipulation of the spider and the mouse that intrigued us and the children. For each nursery rhyme used we found a musical setting. At the performance this was first played by the rhythm band, then sung by the play-

ground chorus.

The shadow puppet bulletin already referred to and a copy of "Shadow Plays and How to Produce Them" by Mills and Dunn were very helpful in showing the construction and operation of the figures, and as we met our own problems we devised short cuts and niceties to suit the situation. We used "oak tag" sheets 9 x 12, also purchased from Milton Bradley Company, for the puppets and many of the properties. It is strong enough to stand a good deal of wear, can be easily cut, an advantage for small fingers, and is inexpensive. The larger properties had to be cut from cardboard. Pieces returned with the laundry served nicely, and when they were not big enough they were glued together.

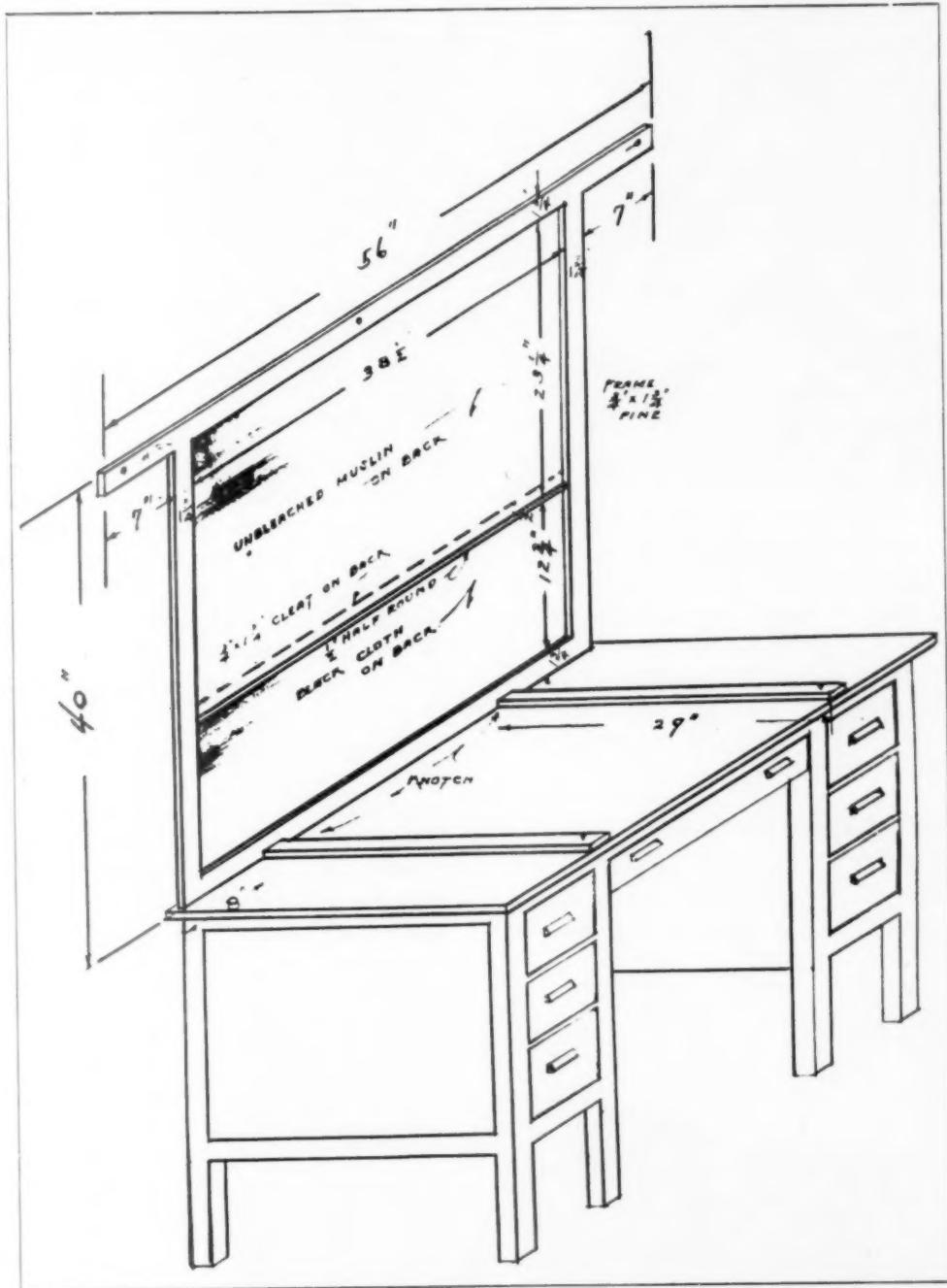
In hanging a piece of property—such as a moon—on the screen, we fastened the head of a "T" pin with a piece of adhesive tape on the back of each point of the moon, then bent the pins over the front so they could catch and hang on the muslin. The large flat head of the "T" pin offers more of a purchase for the tape than the head of a dressmaker's pin, usually suggested.

The sticks on which the puppets were mounted were foot rules originally bought for the hand-craft program at 75 cents a gross, and which were just the right size when split in half. This was done at the local WPA work shop of the Toy Lending Library. The sticks were fastened to the puppets with adhesive or preferably Scotch tape. For wire we used heavy weight florist wire which we purchased from a local shop, twelve pounds for \$2.25. This wire was already cut in 18-inch lengths, saving us no end of time and trouble.

The shows "went over big" and played to such capacity houses that a second show was often necessary. While we shall not abandon marion-

ettes, we have discovered that for quick production on a large, inexpensive scale, the shadow puppet offers a delightful medium with a strangely fascinating appeal to all ages.

The bulletin on shadow puppets which is referred to in this article is entitled "Shadow Puppets—Their Construction, Operation, and Stage." Copies may be secured from the National Recreation Association at ten cents each.



The screen which transforms a desk into a stage where shadow puppets delight young and old alike

Antioch's Truck-Treks

ANTIOCH COLLEGE has, in recent years, been operating tours for its students during spring and summer vacation periods which are unique and so simple and inexpensive as to interest anyone who believes in "education by travel." These trips, in specially constructed camping trucks, not only provide the means for students of both sexes to see the country, but afford an unusual experience in social living which deserves particular notice.

The expedition in the summer of 1939 carried nine boys and eleven girls over 8,000 miles of western United States and Canada. It lasted for ten weeks, and cost each student only \$115—or \$11.50 per week—which is about what it would cost to remain at home. They drove through eighteen states and two provinces of Canada, visited ten national parks and twenty industries; attended the rodeo at Cody, Wyoming, the World's Fair in San Francisco, and spent a week cruising on a sailing yacht in Puget Sound. Add to these adventures seventy-seven days of good fellowship, the fun of campfires on mountains or beach, the thrill that comes from carefree vagabonding, the joy of healthful outdoor life, and you have a "tremendous" summer.

They Travel in Comfort

But what about the hardships of such an adventure? Isn't it necessarily limited to the most rugged students? Not at all. The ingenuity of

Antioch is proud of its summer adventures and is convinced they have unique educational values. To help promote the benefits of this type of travel, the College will be glad to provide other educational institutions interested in initiating similar projects with information regarding trucks, itineraries, and other details.

By SAMUEL HARBY

Assistant Professor
Health and Physical Education

man has devised a new kind of magic carpet called a Thorne-Loomis truck, which enables any normal young man or woman to travel in relative comfort and safety. It is truly a remarkable contraption. Built on a heavy duty Chevrolet chassis, it combines the features of luxury bus, comfort sleeper, and dining car. When rolling this outfit is compact and streamlined, permitting travel at a steady speed of fifty miles per hour. When set up for camping, it provides shelter, has ten steel spring bunks, with mattresses, attached to the truck frame so that wet weather and rough ground do not prevent sleep, a fully-equipped kitchen with two gas pressure stoves, a larder cabinet, and an ice box. Tent canvas may be put up over all, and there is plenty of room for living under cover when the weather is bad. Canvas may also be put around the sides, but it rarely is, because of the fun of sleeping in the open. Even the roof is left off in clear weather and the



Packing the truck becomes a fine art, and every available inch of space is utilized as the campers prepare to move on to the next stopping place

Paradise Valley and Mt. Ranier with its snow-clad peaks are not too far away for these travelers

group sleeps under a canopy of stars.

This traveling hotel can be set up in fifteen minutes, and in the most wonderful places. You have only to choose your spot—on the mountain slopes of Paradise Valley, the soft grass of Stag Field

in the heart of Chicago, the back yard of Chateau Lake Louise of the Canadian Rockies, or in a vacant lot across from any city garage. You don't even need level ground, for it is easy to jack up one side of the truck to put the outfit on an even keel.

The high point of last summer's trip was the Puget Sound cruise. The trucks were set up on one of the San Juan Islands, where they served as a base camp from which our party took daily cruises in a beautiful fifty-foot sailing ketch, the "Ulanah," chartered for a full week and paid for out of the general budget. Usually half of the party went on each cruise, and the rest remained on shore exploring the islands, washing clothes, swimming, writing diaries, and preparing fancy meals for the others who were cruising. However, the entire party of twenty piled on board for one three-day cruise to Victoria, B. C. The two nights were spent on uninhabited and almost inaccessible islands, so that the party experienced the thrill of exploration and discovery in the adventure.

Industrial Visits

Industrial visits were a very important part of the tour, as is indicated by the name, "Antioch Industrial Tours." These guide trips through important plants in all parts of the country were arranged before we left Yellow Springs, and were painstakingly carried out by cooperative local of-



ficials. In every case our group was given a better point of view and a more comprehensive insight into the industry visited than would have been possible for any of us individually. Our industrial visits included:

- U. S. Steel Mills, Gary, Indiana
- Armour Packing Company, Chicago, Illinois
- Mayo Clinic, Rochester, Minnesota
- Leonard Copper Mine, Butte, Montana
- Anaconda Reduction Plant, Anaconda, Montana
- Grand Coulee Dam, Washington State
- Navy Yards, Bremerton, Washington
- Boeing Aircraft, Seattle, Washington
- Rocky Mountain Canning Company, Salt Lake City, Utah
- U. S. Mint, Denver, Colorado

—and many other highly interesting and informative visits.

An Experiment in Community Living

From the standpoint of education and training, perhaps the most valuable experiences of the tour had to do with the ordinary daily events of group living. It is not easy for twenty students to live together in close contact for ten weeks without "getting in each other's hair." Unless every member of the group is willing to put himself out to avoid little annoyances and to cooperate in the work and play of camp life, it cannot be done. Here is simple community living, under controlled circumstances, with an excellent opportunity to condition the outcomes for good or bad. If a

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A "Hang Out" Room for Sioux City Youth

WHAT DOES the term "hang out" room mean to you?

To the Sioux City Junior League it is coming to mean a fascinating new project which threatens to grow out of all proportion to the modest start planned for it.

It was Ferdinand A. Bahr, Director of the Sioux City Recreation Department, who first realized the necessity for a hang out place for boys and girls of high school age and beyond, in districts where homes are crowded and there is no opportunity for them to get together in large groups and play games, or just sit and talk themselves out about anything that may come into their restless heads. A place where it would cost them nothing to go and stay as long as they wished was the need. These young people, Mr. Bahr discovered, would gather outdoors in the evening and sit on the curb talking together when the weather permitted; talking at random about all the things which crowd the restless, searching minds of young folks of the Mickey Rooney-Judy Garland age.

The primary object of the hang out room is to create for young people a home-like background where they can work off their excess mental energies in a natural way, with no financial expenditure.

By LAURA CHILTON REYNOLDS
Sioux City, Iowa

Looking about for help in making this idea a reality, the Recreation Department

approached the placement chairman of the Sioux City Junior League, who found the proper persons for the job. The result is the hang out room at Woodrow Wilson Junior High School, open on Monday, Wednesday and Thursday evenings from seven to nine-thirty. Chairs, a davenport, tables, lamps, card tables, a radio, victrola, records, cards, games and magazines were collected by the Junior League and then arranged to the best advantage. One member spent an entire week making drapes. A magazine committee was appointed whose function it is to keep the magazines up to date each week.

Of course it was not alone the Recreation Department and the Junior League. There were many sources of outside help. For instance, there was Chester, custodian of the Woodrow Wilson Junior High School building, who was a real friend, capable of taking care of many of the innumerable odd jobs which always accompany work on such a project.

Woodrow Wilson Junior High School is the recreation center for its particular district of Sioux City. The fact that the hang out room is

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A Teachers' Exchange Club

By DOROTHY CHILD, M.D.

WITH THE assistance of the Associate Superintendent of Schools, Dr. Gerson, the name of Teachers' Exchange Club was selected for an organization designed to widen the interests of our retired, disabled teachers. The professional status which means so much to all of them was stressed. The word "exchange" is intended to indicate the nature of the activities, in which each person may contribute according to her gifts. Exchange of ideas and suggestions must be the first step. Later special services may be made available, and material gifts may be exchanged, beginning with newspaper clippings and articles. To make trinkets and favors, boxes of small seashells have been brought to the central office by a man living on a Florida beach; a woman living in the Pocono Mountains is collecting hemlock cones to decorate place cards and make other novelties; a woman, bedfast because of arthritis and who can move her hands only to the extent of wielding a scissors, is making two scrapbooks for two other shut-ins with the same disease. One teacher living at a distance, as a thank offering because her pulmonary tuberculosis is yielding to treatment, has given us a subscription to *Life* magazine. The word "club" is still only a suggestion; we are too loosely knit to be able to depend upon officers from among the group, although a well-adjusted blind teacher has been named honorary president.

Circulating Library

A gift of twenty new and talked about books was the nucleus of a free lending library. We take advantage of the new low rate for mailing books when wrapped and labeled according to the prescribed method — only one and a half cent per pound. One of the patients, needing useful occupation, has catalogued the library and sends out the books according to postcard requests from twenty-one of the teachers circularized. A donation of about a hundred books in good condition but

old was politely but firmly refused. Our books must be the most up-to-date possible. The club members must not be patronized, but if possible must be envied. A considerable number of retired teachers were situated where they had access to good libraries and so declined our offer. These persons were asked in what way they thought the club could be useful, and many wanted suggestions for simple handicraft instruction.

Handicraft Catalogues and Museum of Specimens

One teacher, who had taught handicraft before he became deaf, made a collection of catalogues and price lists of materials for handwork; a few books of simple instructions in some of the crafts; and specimens of things made with shells, corn husks, crochet cotton, jam jars, old postage stamps, and paper napkins. Also a sample of finger painting. No hope is held out for adding to income — only the chance to make attractive gifts and remembrances while experiencing the joy of creative activity. A section of an office bookshelf is still large enough to house the collection. It would appear that much of our future work will be along this line.

Inter-visitation and Meetings

An effort was made to promote inter-visitation; names and addresses were given to the ten deaf teachers on the active list of all the others, similarly the eight sufferers from severe arthritis. This was done in time for exchange of Christmas cards; perhaps one-third of these suggestions were followed. Sick people have great trouble bringing themselves to do anything out of the ordinary and are especially apt to delay answering letters and to feel unhappy and guilty about it. About ten women were asked to pay some friendly calls, and the first name on the visiting list was invariably the blind woman already alluded to. She is a tonic

In an article appearing in the June 1940 issue of *School Life*, Dr. Child, Special Assistant, Philadelphia Board of Education, who for fifteen years has certified for the State School Employees' Retirement Fund all of the Philadelphia teachers receiving disability pensions, tells of an unusually interesting venture. The club she describes grew out of the need for widening the interests of these retired teachers, many of whom Dr. Child found to be lonely and unhappy and in need of social adjustment. We present extracts from the article used by courtesy of *School Life*.

to anyone, sick or well. She keeps her pretty house immaculate, does most of her own work including ironing, and loves to entertain callers in a way so radiantly happy that none could be sorry for her.

After about six months of mimeographed letters with descriptions of the activities here outlined, requests began to come in for a meeting. In order to have the first meeting as informal as possible, an invitation was secured from a blind teacher living on a beautiful hillside in Valley Forge, and an outdoor supper was planned. Sixteen disabled teachers and five others were present. Two were blind, five hard of hearing, two were heart cases. One healed tuberculosis case was recovering strength to return, and the rest were nervous patients. The weather was perfect, and the simple refreshments seemed to please the guests. No formal program was given, only quiet conversation. A remarkable note of affection and understanding was prevalent before the day was over.

Our second meeting was held on November 4, 1939, using the drawing room of the Women's University Club. There was an eagerness for this reunion on the part of all but one of the teachers who attended the first meeting. The one exception was a teacher who wrote that she had "never gotten over the sight of all those poor sufferers" and could not possibly attend another gathering. This invalid will eventually join with us as soon as she rediscovers the service motive. For this meeting we chose a setting as beautiful and sophisticated as possible. The club furnishings are suitably sumptuous, and all the guests sat in easy chairs while motion pictures were shown of a trip to the West Coast. There was also a reel giving an interesting description of the technique of soap sculpture. The blind members enjoyed the running account of the pictures given by their neighbors. Afterwards tea was served with party sandwiches and candy from a candle-lit table. The expenses of this party were largely

"One of our bedfast members who has made her adjustment despite handicaps which would make you and me quit, writes: 'I sew, crochet, write bits of poetry, entertain friends, and read western and adventure stories (for vicarious activity). In short, I just live, and enjoy spring stretching into summer, and summer shrinking into winter—and try to get the best from this old and lovely world.'"

covered by a donation of money from two disabled teachers who would have liked to entertain us at their homes but lacked the strength. The number attending was twenty-two. Written greetings came from thirty-two others. The next meeting was held at

the Christmas season and was around a fireplace.

A True Exchange

Dues for carrying on this activity could be small, but any assessment might drive away the teachers who most need the services of the club. The idea of barter must be worked into our correspondence so that it will be understood that one of our poets can contribute a few lines that can serve as one full year's dues if used for our joint greeting card, while another may contribute lessons in art or some craft. The bedfast may fill scrapbooks with clippings of sermons or jokes, or crossword puzzles to be used by other members.

Since the very nature of our clientele precludes chances of being self-sustaining, it will be necessary to obtain sponsorship from either the school authorities with paid secretarial assistance or an existing group of organized active teachers, or we may join forces with another neglected group, the teachers who are "superannuated." They, too, have often terminated their services with reluctance, though less abruptly, to be sure. Many persons retired on age would be able and willing to unite with their disabled fellow teachers. The two groups would have common problems of adjusting to a change in ways of living, and in many cases would be personally acquainted with each other.

The president of the State Retired Teachers' Association has attended our meetings and thinks the connection would be suitable. The common purpose of the enlarged organization would be "re-education for leisure."

"Capacity for the full enjoyment of life has to be developed. It involves attitudes, appreciations, interests and skills."

"As a medical worker in the field of teacher health, I am interested not only in increasing the quantity or the span of life but in improving life's quality, so that whether it be longer or shorter it may have been happier and more worth while. The tangled emotions of the disabled teacher who has been officially pronounced unfit to continue her life work can be at least partly untangled in helping her to understand herself. By discovering for herself the positive gifts with which she can go on, she may actually assist her fellows. When they appreciate her and even depend upon her for contributions she can still make, it brings joy the able-bodied can scarcely fathom."

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

SOME *Nature-Grams from State Parks.* Garrett G. Eppley, Associate Recreational Planner, Region Two, National Park Service, sends some interesting information regarding progress in the park naturalist program.

Individuals assigned to supervise state park naturalist programs in Region Two include G. E. Moore, Missouri; M. L. Jones, Iowa; the Reverend George O. Link, Illinois; Howard H. Michaud, Indiana; and Charles F. Welch, Michigan. Iowa and Michigan are providing supervisors for the first time. Missouri begins this year to employ its supervisors on a year-round basis.

Part of the salary of A. T. Cross, State Park Naturalist at Palisades-Kepler State Park, Mount Vernon, Iowa, is paid by the Cedar Rapids Playground Commission of which Nevin Nichols is Superintendent of Recreation.

Richard F. Trump, high school instructor of Keokuk, Iowa, and park naturalist during the summer months at Lacey-Keosauqua State Park, Iowa (forty-five miles from Keokuk) has had a nature column entitled "Nature Notebook" appearing in the Keosauqua County *Recorder* each week during the past year.

The salary and expenses of M. L. Jones, Chief Naturalist for Iowa, are paid by the Community Service Division of the State WPA, directed by Elston Wagner.

The services of Howard H. Michaud and Charles F. Welch of Indiana and Michigan respectively are furnished by the Education Division of the State Conservation Department.

According to George Kribs, Area Supervisor for WPA, nature tours have been conducted every Sunday afternoon during the past year at Ludington State Park, Michigan. During the cold months coffee, furnished by local merchants, was served at stations along the tour.

According to E. A. Mayes of the Missouri State Park Board, this Board is working toward the goal of having a naturalist and museum in every state park of Missouri.

Publications entitled "Nature Notes," prepared by the various park naturalists of Iowa, are mimeographed by the Extension Department of Iowa State College, Ames, Iowa.

Binoculars for the park naturalists of Missouri are provided by the Wildlife Division of Missouri University under the direction of Dr. Rudolf Bennitt.

Recreational Map of the United States—24" by 36"—showing natural areas in color can be secured free on application to the National Park Service, Washington, D. C.

Garbage Fed Bears and Feeding Platforms in national parks are gradually being eliminated. The bears are said to be unsanitary! Incidentally, it may take some time to teach park visitors once more to enjoy bears in their natural surroundings.

"Actions Speak Louder Than Words!" Camp directors are beginning to realize that the way nature leaders act is just as important as what they say.

Rietvlei Sanctuary is the most recent and largest South African nature sanctuary.

The Natural History Society in Worcester, Massachusetts, is planning a Conservation Congress for Worcester County for October 18th and 19th.

Canadian Nature is a bimonthly magazine devoted to nature and its conservation. It advocates wholesome living and right thinking. Exceedingly well illustrated, it suggests nature lore projects equally well suited for the home or playground. The Chief Inspector of Public and Separate Schools for the Province of Ontario has recommended it for the use of teachers and pupils. \$1.00 a year (32 pages). Editorial office, 177 Jarvis Street, Toronto.

Flower Calendar for 1940 in color. Secure from Garden Beautiful, Ltd., 1821 Marine Building, Vancouver, B. C. \$.50.

What Is Your State Tree? "Hemlock, the State Tree of Pennsylvania." Bulletin 52 of the Department of Forests and Waters, Harrisburg, Pennsylvania, extols the virtues of the hemlock in Pennsylvania's woods.

Publications on Indians and Their Lore:

"Navajo Native Dyes," their preparation and use. Publication of the Education Division,

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Youth Serves Youth

DURING THE Recreation Congress to be held in Cleveland, Ohio, next October many delegates will visit the settlement houses, Y.M.C.A., Y.W.C.A., and other private organizations, as well as the centers maintained by the Division of Recreation and other public departments of the city. These

delegates will be interested in knowing of the help which National Youth Administration workers are giving these agencies. About 100 of these young people are doing recreation work; 75 are in homemaking departments, helping in the kitchens and with household work at settlement houses; 75 others are assisting in nursery schools, aiding in the care of children; 100 are serving as engineer assistants, helping the janitorial care of the buildings; 75 are doing clerical work, while the remaining 50 are in the arts and crafts departments or serving as stagecraft assistants.

It is as stagecraft assistants that Negro youth are acquiring technical knowledge in a growing field, the Negro theater, according to Mrs. Rowena W. Jelliffe, associate director of Playhouse Settlement and director of the Gilpin Players. "They are not only learning technical details of design, building of sets, painting, and backstage work during the actual performance, but they are having the experience of trips to other theaters."

When you attend the Cleveland Recreation Congress this month, you will see many young people assisting in the recreational activities of settlements and municipal recreation centers, helping in nursery schools, learning stagecraft at little theaters, and doing janitorial and clerical work. They are workers from the NYA who are serving their city in various capacities. Sydney B. Markey, head of the Friendly Inn Settlement, tells of the work these young people are doing and says: "Under careful supervision they learn work habits and skills, and make possible considerable extension of our work in the settlements."

It is recognized that the youth assigned to settlement houses are not trained social workers. For many of them this is the first job they have had since graduating from high school. It is very valuable training as Albert M. Brown, NYA supervisor in charge of the Recreation Project, points out. "For general

all-around training and work habits, associating with people, learning the value of working with children and what it means to a community, meeting a certain type of culture and education, and understanding the importance of leisure-time activity and recreation—these factors are worth a great deal to any youth just beginning to learn how to support himself."

As a further means of training youth to be recreation assistants, a series of courses was introduced by Mr. Brown. Meeting at different settlement houses, these young people have learned how to play more highly organized games, and they are taught the methods and techniques of gymnasium and club activities and of community singing, as well as a general understanding of recreation work in agencies.

Many opportunities are offered for their own recreation. At the Playhouse Settlement twenty-five young people organized their own club under the leadership of a staff assistant. They

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The Recreation Congress and National Defense

IT IS CERTAIN that the Twenty-Fifth National Recreation Congress in Cleveland, September 30-October 4, will be of striking importance. It may prove to be even historic for recreation.

The Congress will have this special importance because the movement of which it is the annual clearing house must now meet the unprecedented challenge of swiftly moving national and international events. Whatever the outcome of the present struggle in Europe, the United States will face serious problems.

Recreation like every other institution in the United States must face the searching tests imposed by the necessities of the great national defense program. Therefore this is a time for putting the recreational house in order and for looking with the greatest thoroughness to its efficiency. The American public will be in no mood to tolerate superficial or inept performance of recreational functions.

It appears now that recreation leaders are called on to do three things. First, to explore new ways of making more efficient what they are now doing; second, to interpret the meaning for national defense of existing recreation service; third, to redirect their efforts to fit the needs of the present emergency.

The program of general addresses and the numerous section meetings of the Cleveland Congress directly lends itself to these three purposes. The addresses of Mayor LaGuardia at the opening session Monday evening, of Arthur S. Fleming, Commissioner, U. S. Civil Service Commission, on Tuesday evening, and of Dr. Henry Noble MacCracken, President of Vassar College, on

The Twenty-Fifth National Recreation Congress is meeting at a time when the country is putting forth every effort toward adequate national defense. Delegates to the Congress will seek to interpret the meaning for national defense of existing recreation services, and will consider in what ways their efforts may be redirected to meet the needs of the present emergency.

Wednesday, will stir our thinking on the role of recreation in the building of public morale. The exchange of thinking and experience in the section meetings and several special meetings on new themes will show how administrative and program

services may be strengthened and in what direction recreational planning should proceed so as best to meet suddenly created new needs.

Among the section meetings just referred to will be the following: evaluation of a city's recreation service, practical methods for improving recreation personnel, two meetings for lay members of local boards addressed to recreation during the present emergency, fundamental financial problems affecting recreation, training recreation leaders, correlation of the work of public and private agencies, methods of interpreting recreation, and volunteers in public recreation.

The large advance registration and the letters received from prospective delegates indicate how seriously recreation leaders are weighing the relation of their work to the defense program now overshadowing everything taking place in the United

States. No thoughtful person considers that any less recreation is needed. The real concern is over the peculiar relationship recreation bears to the common effort for defense. The American people need but to be reminded of the World War to recollect that recreation was then proved necessary to the preparation of both fighting men and unified loyal communities. It was not enough to teach soldiers and sailors how to handle weapons properly, to equip them and feed them adequately. They needed and got something more — leisure



WINTHROP ROCKEFELLER

Mr. Rockefeller will speak at the Recreation Congress at Cleveland.

experiences when off duty that contributed to their moral discipline and to a conviction that the ideals which as fighters they were expected to champion were worth fighting, and if necessary, worth dying for.

Every recreation worker is aware that American defense will not be made more easy by a low morale among a generation severely punished by the depression. Congress has voted billions of dollars for ships, guns and planes. Yet it takes more than these to build a stout defense. The real defense of the country rests in the deep conviction of the young people who may have to fight and the citizens that our democratic institutions are supremely worth while. As the American Youth Commission has pointed out: "Democracy will not be aided and the civilization of this country will not be advanced by the conscription of life that is underprivileged and unhelpful. This country can only be defended successfully by people who expect just treatment from it."

The morale of American youth will not be stimulated by diverting recreational funds, already all too meager, to other uses. A reasonable amount of recreation is a fundamental need of every individual and is an essential in our democratic way of life.

The positive disciplinary values of recreation often overlooked will be reviewed at the Congress. The physical and emotional disciplining in games, sports and



Jacob Crane, who is Assistant Administrator of the U. S. Housing Authority, will speak on the subject, "Recreation and Housing in Community Planning."

Arthur S. Fleming, Commissioner, U. S. Civil Service Commission, will be present at the Recreation Congress and will discuss "Leadership for Leisure."



nature recreation, the unifying influences of music, social recreation and clubs, and the contribution that community recreation makes to community feeling and civic consciousness will be interpreted.

Thus the urgent importance of not only holding but extending the notable gains of recreation during the last generation will be on the minds of all at the Congress. For the voluntary American system of recreation which stands opposed to totalitarian ideas and methods is one of the most precious possessions of our democracy. It represents the things which dictatorships tend to crush, human brotherhood, the principle of equality among men, the dignity of the individual human being, freedom from religious and racial bigotry and a striving for cultural values and the well-rounded development of human personality.

These are some of the issues which give a special meaning to the Cleveland Congress. The leaders and friends of recreation will meet to pool their thinking at a critical time when thoughtless and hasty public action may overlook the necessity of utilizing to the full the great service which the recreation movement is prepared to contribute to the maintenance of American morale.

Among the many men and women both familiar and new who will preside and take part in the Cleveland program are the following:

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Leadership in Recreation

By DWIGHT D. W. DAVIS, Ph.D.

Eastern Oregon School of Education

ONE OF THE first challenges that ought to be thrown in the direction of the person interested in becoming a leader in the field of recreation is this: develop for yourself some working philosophy, an attitude, toward the area of leisure-time pursuits.

I do not feel that too much emphasis can be placed upon the imperative necessity for doing this. Why? Because at a given time and a given place, the prevailing conception held toward play determines in large measure the position and function of recreational activities within that society.

Play was given an important role in the national life of the Greeks and the Romans. The mind and the body were considered to be inextricably interrelated; each exerted its influence upon the other. The goal for these people seemed to have been a sound mind in a sound body.

During the Middle Ages, and persisting down to the very recent past, the body of man was regarded as something evil. To abash the flesh was to attain spirituality since the spirit was thereby left untrammelled. It is needless to say that such a conception of the human body relegated play activities into the background.

Dr. Steiner has stated that "the hard struggle to conquer the wilderness and provide the necessities of life was too severe to give much attention to play . . . under such conditions it was natural to develop a philosophy of life that would exalt labor and look askance at unproductive activities."¹

The close of the nineteenth century and the beginning of the twentieth witnessed, for the first time in nearly a thousand long years, the institution of recreation exerting itself for an increasingly more important role in contemporary life. Because its status was insecure, various theories of play were developed in justification of leisure-time pursuits. Most prominent among the theories were the following:

Those who would be leaders in the field of recreation must develop a sound philosophy toward the area of leisure-time pursuits, and take the initiative in individual preparation.

Play Theories

The Surplus-Energy Theory.

In essence it maintains that after providing for the necessities of life we still have so much pent-up energy stored away within us that we simply cannot keep still; therefore we expend it in superfluous and useless exercise — blow off steam.²

The Preparation for Life

Philosophy of Play. This concept assumes that all forms of play engaged in by children and youth are but a definite preparation for the pursuit of the more serious things of life.³

Recapitulation Theory. Every child, according to G. Stanley Hall, an exponent of this philosophy, re-lives the history of the race; each activity engaged in during one's life corresponds to the activities engaged in by the race during the various stages of evolution. For this reason it is called, often, the inheritance theory of play.⁴

Instinctive Theory. What is meant by this is best expressed by William James. "A boy can no more help running after another boy who runs provokingly near him, than a kitten can help running after a rolling ball. All simple active games . . . involve imitation, hunting, fighting, rivalry, acquisitiveness, and construction, combined in various ways; their special rules are habits, discovered by accident, selected by intelligence, and propagated by tradition; but unless they were founded in automatic impulses, games would lose most of their zest."⁵

Relaxation Theory. Because of the stress and strain of modern life upon the human body, man needs to play for relaxation, renewal and refreshment. "We have learned that it is not excitement that we seek in play, but release from those

¹ Steiner, Jesse F., *Americans at Play*, p. 11.

² For an extended discussion of this theory, see summaries of Bowen and Mitchell, *Theory of Organized Play*; also Herbert Spencer's *Principles of Psychology*.

³ For a more complete discussion, see Carl Groos, *Play of Animals*; also his *Play of Man*.

⁴ See Hall, G. Stanley, *Adolescence*, Vol. 2, pp. 202, 223.

⁵ James, William, *Psychology*, Vol. 2, p. 427.

forms of mental activity which are fatigued in our daily life of grind."⁶

The Recreation Theory. This philosophy needs very little comment for to us it is perhaps the best known of all. The term "recreation," itself means "re-creation." Through play activities something happens to the body and mind so that we feel refreshed for further work, responsibility, and companionableness, as the case might be.

The foregoing theories of play might prove helpful to the recreation leader who is seeking to construct an attitude of his own toward the field of leisure-time expenditures. A word of caution might, however, be given. Taken alone, each of the theories advanced is incomplete; each has its weaknesses. Play is too complex a phenomenon to be explained by any one formula. Perhaps an amalgamation and synthesis of all the theories of recreation would be a closer approximation to the truth.

The Challenge to Leadership

Now that man has achieved hours for leisure that half a century ago were undreamed of, the universal question is what to do with it. The problem confronting leaders in the field of recreation is the enigma of wise and effective human utilization rather than one of foolish and reckless dissipation. The high-tide energies of youth and adult alike must be directed toward an embracement of intelligent living. The whole area of leisure must be revealed to them as a golden opportunity for communal, and hence world inspiration and elevation.

But if this would be achieved, the prospective leader of recreation must be willing to accept another challenge; it is the challenge to become cognizant of the truism that initiative in individual preparation is a cardinal element of leadership.

Too often this point is overlooked by those who possess potential leadership capacity. Somehow these people must be convinced that inherited potentialities in themselves are not enough; they must be developed to the maximum. But maximum development of skills is neither a gift of the gods nor an incidental by-product;

it is a goal realized only through the continuous application of one's self to the opportunities at hand.

Leadership in the field of recreation is costly. Its exacting price is that of continuous preparation. This preparation must be extensive as well as intensive, for prophetic leadership demands not only specialization but also diversification. If the latter is sketchy it becomes well nigh impossible for the leader to see all important relationships. Variety of experience is essential. Without it, progressive leadership becomes difficult.

Many need to develop a broader concept of experience than they now entertain. It includes not only the knowledge derived from one's own action, practice, perception, enjoyment, or suffering, but it also embraces the knowledge derived by others from similar sources. For this reason we need to be impressed with the fact that the racial experiences of civilization are more significant than those of any one person. If we would move forward in the field of recreation, those within the area must become acquainted with past leadership program experiences as well as familiarizing themselves with universal contemporary play activities.

Qualify yourselves for a more creative leadership! This is the challenge that comes to those who would serve in the field of recreation. Only as we take the initiative in individual preparation and develop for ourselves a constructive philosophy about play can that challenge be answered.

"As in the vocational field we are finding that training may be too specialized, with the result that workers cannot adapt themselves to rapidly changing processes, so in the field of leisure-time activity we are learning that attitudes, interests, and capabilities are of even greater importance than technical skill in directing activities. No worker should be accepted for the least responsible position where dealing with people is the prime concern without careful consideration of his broad cultural background and potentialities for growth and development in the major qualifications." — From "Standards of Training, Experience, and Compensation in Community Recreation Work."

"No longer need play activities be justified. Indeed, recreation has become so thoroughly entrenched in the folkways of modern society, and so insistent has been this institution, that man has demanded and received more time for recreational pursuits. The development of this movement has been concomitant with the urbanization and industrialism of this age. Complete appreciation of this point by the recreation leader will enable him to discern more understandingly the present problems arising out of this field of activity."

⁶ Patrick, G. T., "The Play of a Nation," *The Scientific Monthly*, Vol. 13, (1921), p. 353. See also his book, *The Psychology of Relaxation*.

Art for Everyman

AN OLD house
in the
heart of

west side Cleveland, once the home of Lieutenant Governor, has become the first recreation center devoted to arts and crafts in the City of Cleveland. Its living room, dining room and library have been trans-

formed into lecture and exhibition rooms, while the upper rooms have been made into art studios, a jewelry and metalcraft shop, sewing and home-crafts rooms, and dark rooms for photography classes. A station library specializing in books dealing with arts and crafts, gardening and nature has been established by the Cleveland Public Library for the convenience of class members.

Plans for the remodeling of the two-story barn in the rear of the dwelling are now nearing completion. Woodcraft, ceramics and metalcraft classes which are being housed temporarily in the dwelling will move to the Craft Shop, as the barn is to be called, as soon as accommodations are completed.

The property was acquired by the city through the purchase of a life estate. It is a large piece of land well suited to the plans on foot for establishing the grounds as a trial gardening center for garden clubs on the West Side. The Garden Center of Cleveland has agreed to aid financially and in other ways in establishing it as the West Side Garden Center of Cleveland.

The first center of this type in the city, it is rapidly gaining in popularity. Since its opening in October, a weekly average of two hundred persons have attended the classes which are held from 2:00-5:00 P. M. and 7:00-10:00 P. M. daily except



By MARGARET E. MULAC
Supervisor
Women's and Girls' Activities
Division of Recreation
Cleveland, Ohio

Saturdays and Sundays. Saturday mornings are devoted to children's classes, when instruction in drawing, painting, woodcraft, photography, model airplane building and ceramics are offered.

At the beginning of the year a course in nature study was

worked out with the Natural History Museum and plans made for regular lectures on winter birds, astronomy, rocks and minerals and spring wild flowers. The nature course is to be coordinated with the

other interests of the child. If the child likes to draw, he will carry ideas gleaned from the lectures back to his other classes and work them out there. The plans included, too, the establishment of a nature room where cases prepared by the museum are displayed.

Up to this point the reader may have the mistaken idea that the going has been very smooth! Those who have worked with similar developments know that every new project presents its problems, but when the project must proceed with very limited funds the difficulties sometimes seem insurmountable. At the beginning, when plans were being made for the opening, many times the despair-thought came: "How will we ever find enough people to fill these rooms?" And just as many times and equally despairingly: "There will never be enough space here to fill the needs." In these days, with the trend toward hobbies taking a decided up-turn, we felt that there would be some interest, but with the project without precedent we did not know whether we would be swamped with registrations or simply ignored.

Registrations the first week ran well over 500,

but after the classes started about 250 persons started coming regularly. Week after week new members were added to the rolls, some to come regularly, others occasionally.

The Eternal Problem—Money!

The problem of tools and supplies was an acute one. We had a few woodcraft tools, linoleum tools and enough tools to start a jewelry and metalcraft class. The house, though well built, was old-fashioned and the lighting in many of the rooms inadequate. To adapt the living quarters into class rooms has been quite a problem, especially with limited funds. Many little things needed could not be secured through the regular channels of city purchasing. Funds had to be raised somehow to buy necessary items for the building and tools for classes. To ask for donations for a project so new was unthinkable. Somehow the money must come from the people who were benefiting from the center—and the needs were far greater than their ability to pay.

Because of city regulations there could be no charge for instruction, but voluntary contributions could be accepted, so this plan was devised: Every person who registered was acquainted with the facts and asked to become a member of the Crafts and Arts Club of the Center. Memberships were to be \$2.00 annually for adults, payable in two installments, and 25¢ for children. Through this method over \$140 was raised in the first four months. This was used to buy small tools, meet immediate needs and lay in supplies used in the classes. While every class member must supply his own arts and crafts supplies it is a convenience and a saving in time and money to be able to purchase the necessary supplies in the building. Lumber, art supplies, sil-

ver and sets for jewelry, and clay are all available at slightly above wholesale prices.

A house council consisting of representatives of the various classes was organized in December. This group, after electing a chairman, secretary and treasurer, drew up a constitution governing its activities and agreed to act in advisory capacity to the director of the center and the headquarters supervisor. Problems of the center are discussed and expenditures sanctioned. Members make efforts to get donations either in money, supplies, or tools needed for the center. Details of the meeting are taken back to class members and the needs made known to them. As a result, donations of tools, magazines for the library and supplies of all kinds are coming in.

The house council, in an effort to raise funds needed to supply the photography classes with expensive equipment, is planning a benefit. Whenever possible, skilled instructors make the equipment for the center. Through this medium print boxes for photography, easels and racks for the art classes, book shelves for the library, display cases for the Museum of Natural History exhibits, bulletin boards, benches and tables and office desks are being made in and for the center, the cost being only for materials, since the leadership is supplied by WPA.

Furnishing the Building

Plans for replacing the furniture (which in the beginning was donated by storage companies and renovated by the center workers) and the rugs (given by a local hotel) are now being contemplated. A furniture designer with the Ohio Art Project has designed suitable furniture in keeping with the nature of the building and that proj-

(Continued on page 393)



Introduction to Community Recreation

SCHOOL AUTHORITIES are aware of the increasingly close relationships between the fields of education and recreation. In a number of respects, community recreation problems have a direct bearing upon school programs and administration. *Introduction to Community Recreation*, recently compiled for the National Recreation Association by George D. Butler and published by McGraw-Hill Book Company, contains much material of interest and value to school people. This book is a comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships.

The subject matter of the book, as shown in the table of contents, is as follows:

Part I. Recreation—Its Nature, Extent, and Significance

I. What is Recreation?

Definitions—Essential Characteristics—Theoretical Explanations—The Recreation Movement.

II. The Importance of Recreation

Recreation, a Fundamental Human Need—Recent Changes Affecting Recreation—Recreation's Contribution to Other Community Forces

III. Agencies

Individual and Home Recreation—Governmental Agencies: Federal, State, County, and Municipal—Semipublic Agencies—Private Agencies—Commercial Agencies—The Need for Cooperative Planning

IV. Recreation—A Municipal Function

The Expansion of Municipal Services—Recreation Is Recognized as a Function of Government—Reasons for Municipal Recreation—Local Government Cannot Do the Entire Job

V. The History of Municipal Recreation in the United States

Significant Events in the Recreation Movement—Early Developments—The Playground Association of America Is Organized—Subsequent Developments—Recreation in the Depression

Part II. Leadership

VI. Recreation Leadership Why Play Leader-

ship?—Leadership Objectives and Methods—Recreation Leadership for Youth and Adults—Other Aspects of Recreation Leadership

VII. Leaders in the Recreation Department

General Qualifications for All Leaders—Types of Leadership Positions—Duties and Special Qualifications—Conditions vs. Standards

VIII. Training Recreation Leaders

Preliminary Training—Training for Executive Leadership—Training for Activity Leadership—In-service Training

IX. Selecting and Maintaining the Leadership Staff

Essential Factors in Selecting Workers—Sources of Workers—Selecting Workers—Examinations—Appointments—Maintaining Standards of Efficiency

X. Volunteer Service in the Recreation Department

Types of Volunteer Service—Procedures in Developing Volunteer Service—Citizen Groups

Part III. Areas and Facilities

XI. City Planning for Recreation

Recreation a Factor in City Planning—Types of Recreation Areas—How Much Space for Recreation?—City Parks and Playgrounds vs. School Areas—Methods of Acquiring Land for Recreation

XII. The Design and Equipment of Recreation Areas

Types of Outdoor Recreation Facilities—Principles in Planning Recreation Areas—Essential Factors in Developing Recreation Areas—Equipment and Game Facilities—The Design and Equipment of Specific Types of Areas

XIII. Planning Special Areas and Structures

Special Recreation Areas: the Bathing Beach, the Golf Course, the Camp, the Athletic Field or Stadium, the Swimming Pool, Boating Facilities, Picnic Centers, Others—Facilities for Indoor Recreation—Planning the Recreation Building—General Recreation Buildings—Special Recreation Buildings—Indoor Recreation Centers

Part IV. Activities and Program Planning

XIV. Recreation Activities

Satisfactions the Fundamental Test—Satisfactions a Basis of Classifying Activities—Nineteen Recreation Principles—A Classified List of Recreation Activities

XV. Program Planning Principles and Methods Criteria for a Com-

The new and comprehensive volume, *Introduction to Community Recreation*, has been welcomed as such an important contribution to the literature in the recreation field that it has seemed worth while, in an issue of *Recreation* devoted to schools and recreation, to present a detailed outline of the contents. The book may be secured through the National Recreation Association for \$3.50 per copy.

- community Recreation Program — Important Factors in Program Planning—A Few Planning Suggestions
- XVI. Organizing and Conducting Recreation Activities
Starting a Program in a City—Conducting Activities on the Playground—Conducting Indoor Center Activities — Organizing Sports Programs — Hiking — Special Community Events
- Part V. The Operation of Areas and Facilities
- XVII. The Operation of Playgrounds
The Function of the Playground — City-wide Playground Organization—The Playground Staff — Program Planning — Playground Programs—Other Aspects of Playground Operation
- XVIII. The Operation of Recreation Buildings and Indoor Centers
City-wide Administration — The General Recreation Building: Staff, Finance, Uses, and Program—The Community House — The School Center
- XIX. The Operation of Recreation Facilities
The Bathing Beach and Swimming Pool—Golf Courses — Winter Sports Facilities — The Stadium — The Municipal Camp
- Part VI. Program Features and Services
- XX. Arts and Crafts
On the Playground—In the Indoor Recreation Center—Special Arts and Crafts Centers—Other Features
- XXI. Athletics and Sports
A Municipal Sports Program — City-wide Sports Organization — Water and Winter Sports — Women's and Girls' Athletics — Athletics on the Playground
- XXII. Drama
On the Playgrounds—In the Indoor Centers
City-wide Services and Organizations
- XXIII. Music
Types of Music Service — Music for Children—Music for Young People and Adults — Opportunities for Listening to Music—A Clearinghouse for Music Projects
- XXIV. Nature Gardening, and Outing Activities
Nature Activities for Children—Nature Activities for Community Groups—Gardening — Outing Activities: Hiking Clubs, Horseback Riding, Bicycling, Day Outing, Camping, Fishing, Picnics
- XXV. Other Program Features
Social Recreation — Dancing — Hobbies — Study Groups and Forums—Holiday Celebrations—Community Festivals
- XXVI. Service to Special Groups
Home and Family Recreation—Industries—Churches—Institutions—Nationality Groups — Recreation for Negroes — Other Services: Preschool Children, Tourists, Servicemen, Transients — Emergency Service
- XXVII. Typical Municipal Recreation Programs
A Summary of Recreation Facilities, Programs, and Services in Oakland, California — Hartford, Connecticut—Sioux City, Iowa — Hastings on Hudson, New York — Two Rivers, Wisconsin
- Part VII. Organization and Administration Problems
- XXVIII. The Legal Aspects of Municipal Recreation
How Recreation Legislation Developed — State Recreation Enabling Acts—Local Recreation Legislation—Legal Liability of Municipalities — Recreation a Governmental Function
- XXIX. Municipal Organization for Recreation
Suggested Organization Methods — How Municipal Recreation is Conducted—Organization Trends—A Comparison of Services Rendered by Different Authorities — Cooperation—General Organization Principles
- XXX. Organization of the Recreation Department
The Recreation Board or Commission—The Recreation Executive—Other Managing Authorities—Departmental Organization—Departmental Organization in Several Cities
- XXXI. Financing Recreation
Sources of Funds for Land and Improvements—Sources of Funds for Current Operation — Fees and Charges — Recreation Expenditures—Recreation Budgets and Financial Reports
- XXXII. Records, Reports, and Research
Types of Records—Record Forms—Measuring Recreation Service—The Annual Department Report—Research in the Recreation Department—The Recreation Survey
- XXXIII. Publicity for Recreation
Importance—Purposes—Content—Mediums: Newspapers, Radio, Meetings, Exhibits and Demonstrations, Motion Pictures, Publications, the Recreation Trial—Methods in Special Campaigns
- XXXIV. Cooperation and Relationships
Cooperation with Public Departments: School, Park, Library, Housing, and Others — Cooperation with Private Agencies — An Example of Community Cooperation
- The following topics discussed in *Introduction to Community Recreation* suggest the inter-relationships of recreation and education.
- Administration of community recreation by school departments.** *Introduction to Community Recreation* contains detailed accounts of community recreation programs provided by the school authorities in Milwaukee and Sioux City.

(Continued on page 391)

Adventuring With Food

By RACHEL GORDON
Malden, Massachusetts

POSSIBLY this is a form of diversion we have almost overlooked, but remember always

that eating is one of the oldest forms of recreation and "simple food eaten with friends is often longer remembered than the most expensive banquet."

Under the guidance of a teacher of Home Economics, the students of Malden High School are finding opportunities for exciting adventures with food. The girls, through a club, are given a chance to discover what our community has to offer in the way of leisure time opportunities. They are surprised to find out how much there is to enjoy, and they show real interest and participation in the life around them.

This club, called "Food Adventurers," was organized over a year ago, and the members have found food adventuring a fascinating hobby because its newness creates an element of adventure and romance, and it offers unlimited opportunities to enrich the use of leisure time. It is a practical hobby, too, because it is suited to the interests and abilities of girls.

How did this club originate? Merely from an idea! An enjoyable experience in being interviewed on an educational radio program from a Boston studio gave me food for thought. I decided immediately to organize a club of our high school girls. Imagine my surprise when one hundred girls signed up the first day! Membership, which was not limited, included girls from the general, commercial, and college courses, for every girl should realize that cookery is a fine art.

The Food Adventurers are my pride and joy! Through this group we are finding happiness right where we are, and we are discovering that hobbies in which all the group can take part are an excellent device for having fun together.

The aims of the club are to develop a finer appreciation of the home, to create a desire for good food, to enrich leisure time, to arouse vocational interests, and to stimulate an interest in Home Economics. Our colors are green and white—green, for growth, and white meaning joy.

"The deepest joy in life is to be creative. To find an undeveloped situation, to see the possibilities, to identify yourself with something worth doing, put yourself into it, and stand for it—that is a satisfaction in comparison with which superficial pleasures are trivial."

Food is my vocation and also my avocation. As a hobby for high school girls, food adventuring

seems to me ideal, for it means forming new friendships in school, adventuring in good eating, corresponding with girls in foreign lands, collecting menus from all over the world, enjoying fascinating educational tours and listening to foreign travelers and artists in the food world.

Various departments in the school have been very helpful. The boys in the Print Shop have made our membership cards and tickets; several girls from the Art Department have designed postcards, and other students are writing radio scripts. Outstanding talent has been found in this club. One member received national honors in music, and another girl is featured several times a week over one of the radio stations. The daily newspaper and the editor of the school paper have been very generous and given the club splendid publicity.

Special Events

Each month two or three events are planned: a tour through a candy factory, a delightful travel lecture and dinner at a place internationally known for its food and hospitality; a talk by a stewardess from one of the Airlines; a tour through the kitchen of a large hotel, with supper at a little foreign restaurant; or a talk by the superintendent of dining cars, a tour through a publishing house; the experience of seeing a daily newspaper go to press, afternoon tea and a tour through a well-known museum. These are a few examples of our club activities, but they give a glimpse of the variety of our interests.

One Saturday morning, four of the girls represented the club on a radio food quiz as guests of a well-known culinary authority. Each contestant emerged victorious with a perfect score! A few weeks ago the club enjoyed a demonstration of making scrapbooks with Chinese binding, which is the oldest form of bookbinding known today.

Last October I had the opportunity to attend several sessions

(Continued on page 390)

WORLD AT PLAY

Cincinnati's Annual Negro Festival

ON Sunday afternoon, June 9th, Cincinnati's third annual Negro Music Festival was presented under the direction of Clarence Cameron White of the staff of the National Recreation Association and with the sponsorship of the Municipal Music Advisory Council and the Public Recreation Commission. There were three hundred members in the chorus, which sang a number of classical selections and a group of spirituals arranged by Dr. White. One of the members of the chorus who attended every rehearsal was ninety-nine years of age.

Municipal Camps for Oakland

THIS year marks the twentieth season of municipal camping promoted by the city of Oakland, California. The project, which began with one camp, now embraces five summer vacation camps operated on a cost basis. Four of these camps—two family camps, one for boys, and another for girls adjacent to the family camps—are within national forests. Outdoor and mountain sports, evening campfires, and dramatics have a place on the program of the family camps. Activities at the supervised children's camps include games, horseback riding, swimming, fishing, and handcraft. There is another camp for girls twelve miles from the city on municipal golf course property, which provides camping experience for those girls unable to go to a mountain camp. The cities of Berkeley, Los Angeles, Sacramento, Stockton, and San Francisco also maintain camps within national forests.

Greensboro Has Part in Folk Festival

A GROUP of twenty singers selected from the 100-voice community choir of the Windsor Community Center, Greensboro, North Carolina, took part in the seventh annual National Folk Festival held in Washington, April 25-27, 1940. There were many favorable comments on the group's dramatization of a camp meeting scene in which traditional old-time spirituals were sung in their natural old-time way. Mrs. Franklin D. Roosevelt sent a note of congratulations to

Harry K. Parker, Director of Negro Recreation of the Windsor Community Center.

A City Promotes Fishing

THE Department of Public Recreation of Bethlehem, Pennsylvania, is helping to promote fishing as a hobby by publishing a list of the streams stocked for 1940 by the State Fish Commission and by promoting bait and fly casting tournaments.

Children's Book Week—1940

THE twenty-third anniversary of Children's Book Week will be observed this year November 10th to 16th. The theme for the week, "Good books — good friends," offers opportunity for a variety of interpretations. During this week programs, projects, exhibits, and other types of community observance will be developed by librarians, teachers, club leaders, and all leaders of boys and girls. A manual of suggestions with pictures, publicity releases, and other promotion aids is being prepared. In addition to suggestions for planning Book Week programs, the manual will contain information regarding the history and significance of the week. Further information may be secured from Miss Marion L. Woodburn, Assistant Director, Book Week Headquarters, 62 West 45th Street, New York City.

An Interchurch Drama Festival

THE Lansing, Michigan, Recreation Department, with the endorsement of the Lansing Ministerial Association, in April conducted an interchurch drama festival for the purpose of encouraging religious drama in as many churches as possible and of promoting a spirit of goodfellowship among churches of all denominations and creeds. Four churches entered the festival.

A New Peter Pan Playground

A PUBLIC-SPIRITED citizen of Hamilton, Ontario, Canada, has presented the city with a plot of land 300' by 160' for use as a younger

children's playground. The unknown donor will pay the expense of having the plot graded and equipped with apparatus, and will maintain it without expense to the city. At the request of the donor it will be known as the "Peter Pan Playground."

A Model Boat Regatta in Essex County—In May, the Montclair, New Jersey, Model Yacht Club was host at the dedicatory Class A regatta held at the new Verona Yacht Basin constructed by the Essex County, New Jersey, Recreation Commission. There were contestants present from as far south as Washington and as far north as Boston, ranging from mechanics to wealthy retired business men. The boats sailed were valued at between \$500 and \$600 apiece, although to a man who can build his own boat the cost does not run very much over \$100. These 50-inch boats must be built and sailed under as exacting mathematical regulations as are the large international cup sloops.

First National Paddle Tennis Tournament—The first national paddle tennis tournament under the auspices of the United States Paddle Tennis Association is being conducted by the Manhattan Beach Athletic Club at Manhattan Beach, Brooklyn, New York. The tournament began August 26th and will continue until September 14th. Classifications will include tournaments for boys and girls who have not reached their twelfth birthdays (August 26th to 31st); junior tournaments for boys and girls who have not reached their sixteenth birthdays (September 2nd to 7th); and open tournaments for men and women, amateur or professional (September 8th to 14th). The entry fee is ten cents for boys, girls, and juniors; twenty-five cents for the open tournaments.

Teachers at Play—1940 marks the fourteenth birthday of the Los Angeles Faculty Sports League composed of teachers from all of the city's schools. There is competition in eight sports: golf, volleyball, handball, pistol shooting, badminton, tennis, bowling, baseball. A trophy for volleyball and another for baseball are presented by the school which acts as host for the Annual Faculty Sports League Banquet, the climax of the year's activities.

Milby Park Club House—On July 17th the Milby Park Club House was dedicated in Houston, Texas. This beautiful new park was given to the city by Mr. and Mrs. George Hamman.



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FRANK PEER BEAL—father of Paddle Tennis announces three new games for the Recreation Center for 1940

1. **MINI-GOLF**—A new idea that teaches the rudiments of golf and affords lots of pleasure to both youngsters and oldsters.
2. **SHUFL-OFF**—A variation of Shuffleboard that can be played in the gym, the playground or the street.
3. **PADMINTON**—Badminton with a Paddle—Low upkeep cost and all the sport and fun of badminton.

These games are priced to meet your budget
—write for descriptive circulars

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make the task of entertaining actually fun

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SUCCESSFUL PARTIES

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"Louise Price Bell has gone to no end in party varieties. Included in her well-planned book are menus as well as recipes. Table decorations as well as invitation suggestions. Special Days parties such as Valentine's Day, Halloween, Washington's and St. Patrick's. Suitable games for all occasions. How to make doodads for decorations, and what to use. For any housewife who plays hostess to her guests, to the Y.W.C.A. director, to the entertainment committee of any church. Community Center or school, and to any eager to entertain guests successfully, **this is the exact book you've been looking for.**"—Pittsburgh Courier.

HAVING A PARTY

By LOUISE PRICE BELL

Fun, Frolic and Feasting for all sorts of occasions

Illustrated, \$1.50

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Super Ringer

It's the finest pitching horseshoe ever made! Cadmium and copper plated. A beautiful shoe with accurate balance drop forged from special analysis, heat-treated steel. Already the outstanding favorite of professionals and amateurs who know the value of a good tournament shoe. Write for complete information and new catalog No. P. S. 3.

DIAMOND CALK HORSESHOE CO.

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DULUTH, MINN.

World's Fair at Bethlehem—The final playground pageant of last year's summer playground program in Bethlehem, Pennsylvania, was the World's Fair presented by all the playgrounds during the ninth week of the season. Special features of the pageant were dances and games of different countries, and dramatizations by three playgrounds. Exhibits included the Court of Sports, flowers, hobbies, handicrafts, and the Community Activity Courts.

You Asked for It!

QUESTION: We are having a great deal of difficulty in our centers in getting the more timid boys to dance with the girls. Can you suggest any solution for our problem?

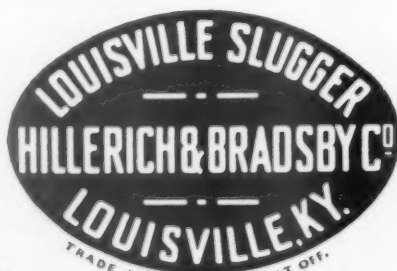
Answer: Many communities are facing this problem. In some communities the surroundings and conditions are all favorable. There is a fine WPA orchestra playing the best tunes. There is a lighted gymnasium with plenty of room, and there is also a chattering mob of adolescent boys and girls standing on the side lines. In this picture four things seem to stand out most clearly. First, we see one girl dancing with another. They dance together because both girls know how to dance. There are no inhibitions as those which come into play when they dance with boys. The girls know each other well; the subconscious fear of the opposite sex is not functioning. Finally, both the girls are good at dancing.

Again in the picture we see many boys standing on the side lines. They would like to dance but they don't for a number of reasons: (1) They do not know how to dance. (2) They don't know how to ask a girl to dance. (3) There arises in their minds the fear that the girls whom they ask cannot dance. (4) They dread the razzing from their pals. (5) They hate the idea of being "stuck." (6) Some are very self-conscious about the correctness of their clothing.

Another reason for the difficulty is the fact that there are many girls on the side lines waiting to be asked to dance. They aren't invited, and if they were many of them would not dance. Some are "choosy" about the boys with whom they dance, and some actually fear the possibility of getting a roughneck boy.

LOUISVILLE SLUGGER

**BASEBALL
BATS**



**SOFTBALL
BATS**

Exhibition Space 23
and the "Old Timer" Display of Louisville Sluggers Used 50 Years Ago by Pop Anson,
Willie Keeler and others.

Come and see us

Finally, even the brave boys who do make the effort are made fun of when they attempt to dance.

These, in brief, are some of the things which cause headaches for the community center director. But here they are, hundreds of them, suffering from social inertia. Why are they here?

Five reasons might be mentioned: (1) They desire to socialize, to see others and be a part of the group. (2) They enjoy listening and keeping time to the beat of the music. (3) The dance serves as a meeting place for friends and acquaintances. (4) They would like to experience the thrill of dancing with the opposite sex. (5) Finally, they respond to the opportunity to express themselves through rhythm.

What can be done?

Before the dance a few of the boys and girls who are recognized as leaders might be persuaded to lead off. Someone has suggested that clever name cards be given to each person as he or she enters the building. A number of directors have suggested to the girls that it is their responsibility to make the advances in a subtle way. If dancing classes are organized, a number of leaders feel, the boys and girls should be taught social dancing etiquette. Another suggestion is that in order to eliminate side lines a certain section be set aside for those who want only to watch and that they be confined to this area. Finally, dance mixers might be introduced every third dance. — *David M. Braswell, Jr.*, Reading, Pennsylvania.

Objectives of a Program of Extra-Curricular Activities in High School

(Continued from page 362)

that one must suppress one's own individual opinion if it works harm to others. They must learn not only how to govern others but also how to govern themselves. In services to their community, the school, they learn that in a democracy society may not exploit the individual nor may the individual disregard the interests of society. In service work the emphasis should be on thoughtfulness and consideration for others.

The successful operation of such a program as here described requires careful organization and administration. It is not sufficient to have the right type of teacher for each activity, but it is also necessary to conduct a campaign to enlighten pupils in order to attract them to the activities so that they may derive the benefits of an activity program. This naturally raises a series of questions, some of which were propounded in the beginning. If we think these activities important

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enough to consider them worthy of a place in attaining the goal of education in a democracy, and if we hold as our objectives those previously mentioned, then every pupil ought to be appealed to to enter some activity.

Organization in One School


In the James Monroe High School, New York City, with an enrollment of about 10,000 pupils, the extra-curricular program has been organized in the following manner:

At the beginning of each semester pupils are

PLAY SAFE
WITH
SAFEBAT
PREVENT ACCIDENTS WITH THIS
RUBBER COVERED
SOFTBALL BAT
Safe . . Durable . . Noiseless . . Popular
Write for Information
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Wound . . . Composition Covered —



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economical
answer to
your
ball problem*

Basket Balls
★ ★ ★

Volley Balls
★ ★ ★

Footballs
★ ★ ★

Soccer Balls
★ ★ ★

Water Polo

See our display at the
National Recreation Congress

* Registered trade-mark of the du Pont Co.

familiarized with the extra-curricular activity program through an assembly in which the opportunities are explained, posters in the school corridors, the school newspaper, and occasionally through a questionnaire asking them what activities they'd like. During the fifth week of the term the school's activity opportunities are again emphasized, and during the tenth week of the term all pupils submit to the central activity office a complete list of all their current extra-curricular activities. A selected group of students evaluates the activities according to a point system. No pupil may carry more than a certain number of points per term and no pupil may participate in more than two sports or two clubs per term except in rare cases.

At the end of the term each faculty adviser of an extra-curricular activity submits to the central office ratings for all pupils in his or her activity. In rating, teachers are urged to consider the progress made by the pupil in the activity and the regularity of attendance. These ratings are recorded on an activity card as a fraction, the numerator indicating what the pupil actually earned and the denominator indicating the maximum possible for that activity. The completed activity cards are given to the home room teacher or sec-

tion officer, who transcribes the entire card to the pupil's permanent record sheet. Thus his activity record takes its place next to his scholastic record, and guidance has a new avenue of approach and becomes more meaningful.

Adventuring With Food

(Continued from page 385)

of the National Recreation Congress at the Hotel Statler in Boston, and to my delight I learned that I could obtain membership for my club. The Food Adventurers are very happy to be members of such an organization, and we look forward to the monthly copy of RECREATION.

Our latest activity includes a Food Adventurers Club for boys. Plans for the new organization were discussed at a supper party. The highlight of the evening came when the four male chefs were ushered into the kitchenette and given recipes. They displayed their culinary art by preparing supper, while a group of girls from the Food Adventurers Club were on hand to enjoy the masculine menu. Although there were four cooks the broth wasn't spoiled; in fact the supper tasted grand to all of us. Inviting a group to your home does not mean that you have to plan for weeks ahead, as half the fun of a supper party of this kind is its impromptu character.

A few weeks ago a group of boys enjoyed a very delicious luncheon at a well-known restaurant and a secretary from the Boston Y.M.C.A. was their guest speaker.

Food adventuring has educational and recreational values, and it is my ambition to make this club a feature that will be of interest to the teen age and maybe even the adults.

It's Being Done in Nature Recreation

(Continued from page 375)

United States Office of Indian Affairs, Washington, D. C. Now that it is increasingly difficult to go abroad, here is an opportunity to gain an idea of native art expressions of "pagan" (?) origin.

"Quill and Beadwork of the Western Sioux." Excellent illustrations. May be secured from address given above. \$50.

"Pottery of the Southwestern Indians," "The Indians of Manhattan Island and Vicinity," and "Indian Beadwork" compose the three valuable guide leaflet series issued by the American Museum of Natural History, New York City.

"How to Talk in the Indian Sign Language"

is a booklet published by the B. F. Goodrich Rubber Company, Akron, Ohio.

Vanishing Species of American Wild Life. This book with colored plates is nearing completion and will be published by the National Park Service.

Camp Greentop, Catoctin Recreation Demonstration Area. This area in Maryland, which is sponsored by the Maryland League for Crippled Children, has a highly developed nature program. One feature is a 3:30 A. M. sunrise walk and bird hunt. The camp is co-recreational. Miss Mary E. Church is secretary of the League; Mr. Ernest Marx, director of the camp.

Know Stars. Tank commanders in the United States Army, just like pilots at sea, have to know the stars for steering purposes.

Fish and Wild Life Service is the new name for the combined Bureau of Fisheries and Bureau of Biological Survey. Formerly the black bears were under one bureau, the white bears under another, and brown bears under a third. The new plan will be less confusing to recreation-minded folks since bears are still the center of attraction to park visitors. The greatest problem is with visitors who insist on feeding the bears rather than with the bears who have been taught to beg for food. If there are "hold-up" bears it is the fault of the public!

Camping in the State of Georgia. The United States Park Service announces this report, the first in an eastern state. It is a part of the national study of camping being made in connection with the Park, Parkway and Recreational-Area Study.

Pymatuning Park on the Ohio-Pennsylvania state line covers a greater area than any other body of water within the state of Pennsylvania. A five-page report issued by the Department of Forests and Waters tells about its recreational possibilities and regulations.

Friends of the Land is the name of a new conservation association. Russell Lord has been named editor of the association's magazine, which will appear under the title, "The Land."

"The National Recreation institute held in Newark in 1936," writes L. C. Wilsey, Supervisor of Recreation, Essex County Park Commission. "was the inspiration for our nature program, which has boasted a full-time ranger during July and August since 1937, and a program of nature exploration on the playgrounds which is growing in extent each year. The ranger's services are



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available the year round to groups of twenty or more desiring to hike over the reservation trails. Last year twenty-four such trips were conducted serving 912 persons."

Introduction to Community Recreation

(Continued from page 384)

Cooperation of the school with the city. Local recreation commissions often contain representatives from the school board and in this way the schools share responsibility for recreation plan-

INTRODUCTION TO COMMUNITY RECREATION

Edited for the
NATIONAL RECREATION ASSOCIATION
by GEORGE D. BUTLER
537 pages, 6 x 9, \$3.50

THE PURPOSE of this important new book is to fill the need for a comprehensive volume interpreting community recreation, its significance, functions, objectives, program content, methods of operation, and relationships. Special consideration is given to those forms of recreation which require a large degree of organization and leadership, and in which participation plays an important part.

There is a description of recreation programs in several representative cities giving a well-rounded picture of the service of local government in the recreation field.

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Mr. Clarence W. Sumner, Chief Librarian, The Youngstown, Ohio, Public Library, writes: "**The American Citizen** is serving a vital need of the times and should be in every public, college and school library in the country."

Mr. E. R. Selleck, Superintendent of Schools, Des Plaines, Ill., says: "I greatly appreciate the way in which **The American Citizen** is serving our educational needs in advancing a better understanding and appreciation of true Americanism. The movement to recognize the importance of becoming twenty-one years of age and the growing sentiment which puts the community in the position of sharing in the celebration of these twenty-first birthdays, makes it imperative that we have a magazine that clears the experience of these communities."

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ning and activity programs. The book discusses the school administration of the community recreation system; organization charts indicate the relation of school officials to the recreation department.

Use of schools for community centers versus special recreation buildings. There is, in this volume, a list of the activities carried on in various school rooms in Newark, New Jersey, and a discussion of the whole question of school centers and their operation.

Service rendered to the schools by the recreation department. Throughout the book there are statements and descriptions of the ways in which school groups are furnished recreation services by recreation authorities. Recreation activities in leisure time and extracurricular programs. The chapters on activities and special program features are particularly helpful in understanding the values and methods of organizing various forms of recreation activity.

City planning for recreation and school planning. Consideration is given to the place of school plant planning in city planning.

Training courses for paid and volunteer leaders. School authorities should be familiar with the content of college courses necessary to train workers for the recreation field and also the methods used in training volunteer leaders.

Outside agencies competing with the school for the children's time. The school people should be aware of the diversified agencies that are furnishing recreation to school children—their activities, standards, etc. In *Introduction to Community Recreation* there is a review of these varied community agencies.

This book has been adopted as a text and has been used in training and recreation courses in various colleges, among them are the University of Georgia, Chautauqua Institute, Illinois State Normal University, University of Minnesota, Ohio State University, Pennsylvania State College, Purdue University, Springfield (Massachusetts) College, Syracuse University, Teachers' College, Columbia University, and University of Illinois.

As text, manual, or source book, *Introduction to Community Recreation* is informative, useful, and almost indispensable to school authorities in their close relationships with the allied field of recreation.

Art for Everyman

(Continued from page 382)

ect will make the furniture. Another project will weave rugs for their entire building. The rugs will cost only the price of the warp as the other materials are salvaged from the sewing project which makes clothing for relief clients.

Art exhibits are furnished regularly by the Ohio Art Project for two of the exhibition rooms; the other is already filled with the work of the members.

The project is less than six months old. While satisfactory progress has been made, there is still much to be done. As the classes progress and become more advanced, their needs increase proportionately, and there is a constant cry for enlarged quarters, new equipment, more tools. Luckily, interest increases in proportion to the needs, and a few dollars come in for dues for new members and old members make gifts. The building, homelike in atmosphere, charming in its uniqueness, arouses in the members an affection which overlooks inconveniences and problems that cannot be immediately remedied.

The longer the classes meet the closer they grow. Strangers to each other before, common interest and frequent associations have welded the members into friendly groups. It is upon these groups that the future and growth of the center rests. Through concentrated efforts the funds can be raised to meet the needs of the center to make it one of the best equipped and most unusual arts and crafts centers anywhere.

Antioch's Truck-Treks

(Continued from page 371)

student succeeds in this experience he has taken a big step forward in his social education. "Learning by doing" is daily routine on the Antioch tours, and the presence of both girls and boys on these trips broadens considerably the value of the lesson in social living.

In the modern world we are apt to forget the solid pleasures and enduring benefits which result from a life close to Nature, even from the small hardships we encounter daily while "roughing it." Spending a summer in this fashion has a marked effect upon one's ability to adjust to new situations, and this adaptability is an extremely useful quality for life.

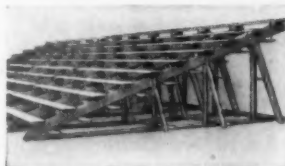
The Matter of Finances

A word is in order now about how the Antioch

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trips are run, and particularly about how they are financed. The Thorne-Loomis Foundation of New York lent Antioch College two trucks for industrial tours in 1931, but shortly after, because of the depression, discontinued its tour projects. The trucks were then given to the College to carry on industrial tours in whatever manner it could work out. These original trucks were given hard use and have long since worn out, but their successors, purchased jointly by the College and Thorne-Loomis, have carried on with greater interest and more ambitious trips each year. The Antioch Tours are now on a self-supporting basis and a proper rental is charged to take care of depreciation and provide for replacements.

The leader—usually one of the faculty but in some cases an older student—is selected in the fall of the year, and he outlines the itinerary, promotes the trip, and assembles a party before summer. The leader's expenses are paid, but to date no salary has been provided for his services. A budget is made up in advance and the members of the party are assessed a per capita share of the estimated total expense. In addition, each one deposits with the College bursar ten per cent more

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to serve as a reserve fund, used only in emergencies. The leader takes charge of funds and also directs the trip. However, the individual students are assigned special tasks and responsibilities so that there is a definite division of labor with each one doing those things he is best suited to do. The average cost of the summer trip is \$135 per person. This covers, usually, a ten week's tour.

Two years ago, one of the Antioch trucks went to Europe and toured England, France, Italy and Germany. The truck was put on shipboard with the party, and ferried across for \$250 round trip. This and passenger fare ran up the cost of the tour, but only to the extent of about \$150 per person in excess of the usual costs.

The summer's trip in 1940 will be to Mexico and the plans are for a mixed group, with two trucks. Though this trip will be to a foreign country no boat fare is involved and costs probably will not exceed the usual rate.

Antioch is proud of these summer adventures and is convinced that they have unique educational value. In order to spread the benefits she will be glad to provide information about the trucks and the tours to other colleges or institutions interested in establishing a like plan of their own. It is within reach of all, and should take on.

The Recreational Life of Teachers

(Continued from page 354)

Reading even appeared significantly on the list of recreational desires.

In general, the activities in which the majority of this group participated frequently represented diminution of effort, rather than altered direction of effort, as compared to the usual day's work in teaching; and they were outstandingly of a solitary rather than social nature.

The recreational desires expressed by the group were activities largely of an expensive type, requiring considerable leisure, and facilities and organization quite beyond the ability of the individual to provide for himself. There was definite evidence of a serious gap between the desires of the group and their capacity to fulfill these desires; thus the dissatisfaction which was general throughout the group.

In terms of the desires of the group, then, it must be concluded that the recreational activities reported were inadequate and unsatisfying. However, it must be recognized that psychological wants are never really satisfied, particularly with a relatively highly educated group such as this,


and so to base judgment of adequacy and satisfaction solely upon such wants would be futile.

From the point of view of criteria of desirable recreation, the activities of this group appear in a much more favorable light. They do meet, in general, these criteria: that is, the outstanding activities do have their incentive and fulfillment in the individual himself rather than in external coercions; they are activities of a type relatively permanently interesting, they do offer contrast to the daily work of teaching, and, in general, they are at least compatible with physical and mental well-being. At certain points questions may be raised. It is possible, for instance, that somewhat more of the outdoor and active type of recreation would enhance physical well-being; it is also possible that somewhat more of the social and less of the solitary type of activity would augment mental well-being. These, however, are problems which depend largely upon the individual and upon that individual's adjustment to life as a whole. Recreation is such an individual matter that it is impossible to say that some activities are desirable because they are active or social, and that others are undesirable because they are passive or solitary, when, for certain individuals, a passive or solitary activity may provide those lasting satisfactions which no amount of active or social recreation could possibly supply.


The recreation of teachers is affected directly by some of these same conditions which constitute a hazard to their mental health, i.e., overwork, the fatiguing character of the work, poor pay, insecurity, etc. This very field of life, which should be functioning to counteract these hazards, is being curtailed instead, through their influences. Amelioration of these conditions would unquestionably affect favorably both the adequacy and satisfaction of teachers' recreation, as well as their physical, mental, social, and economic status. This, most certainly, is the end really to be desired and the goal earnestly to be worked for by all those interested in teacher welfare.

In the meantime, however, it does not seem unreasonable to believe that real recreational values may be found even in types of activities which are relatively inexpensive and which do not require large amounts of leisure. It is true that the development of such interests does require imagination and initiative, but this should not prove a serious obstacle for a group such as constitutes the teaching profession.

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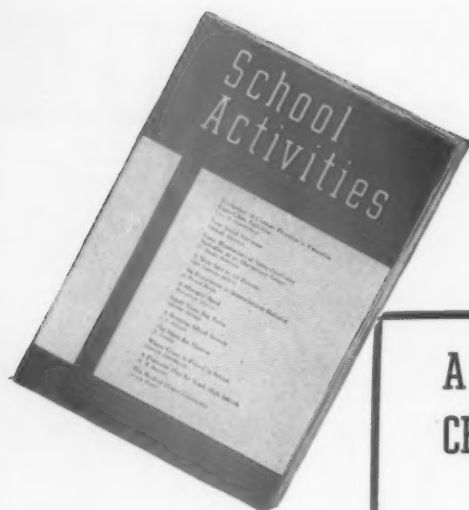
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A "Hang Out" Room for Sioux City Youth

(Continued from page 372)

only one of a number of different activities emphasizes the significance of its popularity. There are arts and crafts classes once a week, a hobby shop, gym classes for men and women, archery, dancing in the gym; twice a week there is a dramatic club; three times weekly the game room is open for any sort of card game or novelty game. The table tennis room, too, is available three nights weekly. Twice a month an all-center party is held when the other rooms close. So, on the nights the hang out room is open, you will find Woodrow Wilson school full of activities of many sorts. But in spite of other attractions, the hang out room has thus far been extremely popular, and it is usually full of young folks who come and go from the other rooms or stay the entire evening.

The Junior League is supplying volunteer help, and on each night the hang out room is open,



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School Activities

HARRY C. McKOWN, Editor

C. R. VAN NICE, Managing Editor

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three Junior League members are there to act as hostesses. They make no attempt to direct activities but merely make friends and join in the games and conversation when they are approached. Sometimes the young men and women are a little reticent with them at first, but after the hostesses have shown a genuine desire to be friendly the response is entirely satisfactory. Presently they find that the "hang outers" are talking to them eagerly about all their many and varied ideas, ambitions and problems.

So far we have not had the slightest difficulty getting our members to go to the center. Those who do go seem to feel that the contacts are every bit as interesting to them as they could possibly be beneficial to the "hang outers." Entering the room is a great deal like walking into someone's living room. The chances are that Bobby and Frank and Dave will be playing bridge with one of the hostesses while Vince and Joe, the heart throb, do a bit of kibitzing. Mike will be in a corner reading, Al and Bobby, the clowns of the gang, may be grouped about the radio with Mary and Helen listening to their favorite program, and there will be many small groups, oblivious to

everything, just talking. If you try to find out about what, you'll find it may be anything from personalities to religion.

A casual survey of the magazine committee shows that the picture magazines, *Life*, *Look*, *Click*, and others in this class, are much the most popular. Popularity of radio programs is more varied. Perhaps Major Bowes is the general favorite. As one of our workers puts it, probably this magic vista which pictures young people getting a break for something "really big" has a particular appeal for them.

Suggestions from the committee in charge were: larger quarters, additional comfortable chairs or davenports, many lamps, and if possible, a branch lending library.

So far as we know, we are the only Junior League doing this type of work. At any rate, what started out as an innocent little bit of constructive work has turned into an unusually interesting project, and expansion is to be considered. Recently there have been visiting groups from other recreation centers wanting to know why they, too, can't have a hang out room.

The Recreation Congress and National Defense

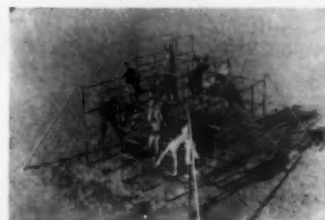
(Continued from page 378)

W. A. Stinchcomb, Director, Cleveland Metropolitan Park District; George Hjelte, Superintendent, Department of Playgrounds and Recreation, Los Angeles; Clarence E. Ridley, Director, The International City Manager's Association, Chicago; V. K. Brown, Director of Recreation, Chicago Park District; Dorothy C. Enderis, Department of Municipal Recreation and Adult Education, Milwaukee; G. Ott Romney, Director Recreation Section, Federal Works Agency; Jacob Crane, Assistant Administrator, U. S. Housing Authority; Mark McCloskey, Director of Recreational and Community Activities, Board of Education, Brooklyn, N.Y.; Elmer D. Mitchell, Chairman, Department of Physical Education, School of Education, University of Michigan; Clyde Doyle, President, Long Beach Recreation Commission; William E. Mosher, Dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University; C. E. Brewer, Commissioner of Recreation, Detroit; Dora E. Dodge, Director, Worcester Girls' Club; E. O. Harbin, Young People's Division, General Board of Christian Education, Methodist Episcopal Church, South, Nashville; Benson Y. Landis, Executive Secretary, American Country Life Association; James A. Garrison, Superintendent, Austin Recreation Department; Lebert H. Weir of National Recreation Association; C. W. Tillinghast, Regional Director, Pennsylvania Economy League, Inc., Philadelphia; A. D. Taylor, President, American Society of Landscape Architects; E. Dana Caulkins, Superintendent, Westchester County Recreation Commission; Oscar A. Kirkham, Executive Secretary, Young Men's Mutual Improvement Association, Salt Lake City; Ellen Eddy Shaw, Curator of Elementary Instruction, Brooklyn Botanic Garden; Harold M. Gore, Head, Department of Physical Education for Men, Massachusetts State College; Philip L. Seman, Chairman, Chicago Recreation Commission; George A. Bellamy, Director, The Hiram House, Cleveland; Leyton E. Carter, Director, The Cleveland Foundation; Garry C. Myers, Editor-in-Chief, "Children's Activities," Chicago; Frank Cozzoline, President, Board of Education, Newark; H. C. Ramsower, Director, College of Agriculture, Extension Service, Ohio State University; Tam Deering, Director, Public Recreation Commission,

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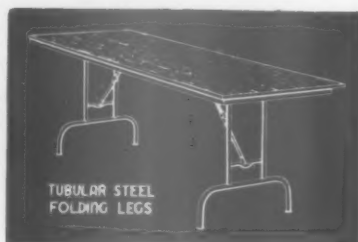
The School Curriculum and Life Needs

(Continued from page 345)

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Divinities that shape our rough-hewn ends may be malevolent

*Table of Contents and Circular of
comments from some of the
world's great thinkers on request*

PORTER SARGENT

11 BEACON STREET

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Youth Serves Youth

(Continued from page 376)

have had a series of sightseeing trips to points of interest in and around Cleveland; they have gone on overnight camping trips, started a newspaper, and have held discussions on many problems.

A New School and Community Center

(Continued from page 351)

The art and clay modeling rooms provide the opportunity for a much valued use of leisure time by those who are fortunate enough to possess artistic ability.

As one thinks of the facilities available and of this community, one must visualize public forums sponsored by the Social Science Department held in the auditorium; the meetings of adult book clubs in the library; music appreciation and little theater groups in the music room; and a movie appreciation group in the visual education room.

Add to these the use of the physics, chemistry, and biology laboratories and you have a program which the Spaulding families must have had in mind when they presented this magnificent plant to the city with the understanding that "the purpose and desires of the donors for this building can be realized only as it is used to the fullest extent possible to meet the educational and recreational needs of all the citizens of Rochester."

Play Schools for the Preschool Child

(Continued from page 357)

leaders are trained to detect any irregularity which may prove a health hazard to the individual or group, since the preschool age is one which is most fertile for communicable diseases.

A suggested activity schedule, set up in the Organization and Programming Bulletin for Play Schools which is used by all play school leaders throughout the state, offers the following play schedule:

- 8:45- 9:10 Health inspection; wrap removal; toilet; rinse hands; drink of water; go to play room.
- 9:10- 9:20 Discussion period: a period offering opportunity for the enjoyment of conversation.
- 9:20- 9:50 Indoor activity period: easel painting, crayons, woodwork, playhouse, clay, blocks, books, toys and various play activities.

School-Community Relationships

- 9:50-10:10 Cultural period: music, rhythmic, art expressions.
- 10:10-10:30 Luncheon period: toilet; wash hands; have luncheon.
- 10:30-10:45 Rest period: relaxation.
- 10:45-11:00 Literature period: telling, reading, and dramatization of stories; poetry, picture study.
- 11:00-11:45 Outside activity period: playground apparatus play; games, sand box, excursion.
- 11:45-12:00 Closing period: children leave.

This schedule is merely suggestive. However, the luncheon period, rest period and health inspection occur at the same time every day. Each day's program includes indoor and outdoor activities, health inspection, luncheon and rest periods. Each day's program should also contain two or more of the following activities: group discussion, music, rhythm, art, stories, or an excursion. The play school leader keeps a balance between active and quiet play by having a well planned daily program.

Over a period of a few weeks a multitude of interesting recreational activities are enjoyed. Hikes and excursions have been most exhilarating; children's birthdays have been appropriately celebrated; visiting days for younger brothers and sisters have been interesting; mothers' and children's "get-togethers" have been "such fun"; picnics, and outdoor play and games have been most enjoyable; stories, conversation experiences, dramatization and "make-believe" with costumes have been most exciting; creative activities with wet sand, plasticine, clay, paper, papier-mâché, starch paint, water colors, wood, crayons, string, puzzles, educational toys, blocks, and many other materials which preschool children like have been happily engaged in; play houses, farms, houses for pets, gardens, have been satisfactory major units. Music experiences, consisting of singing for the joy of singing, rhythm bands, and creative rhythmic have satisfied the urge for music participation, and luncheon periods have proven a gay social experience as well as provided situations for the development of fine social training. The entire program of interesting activities lends itself toward the development of a well-rounded personality.

Under trained leadership the preschool child in this important formative period is assisted in developing his abilities to his individual capacity, and in the process of the development enjoys childhood experiences in situations conducive to the joy of living!

FOLLOWING A DISCUSSION of school-community relationships in the field of recreation at the 1939 National Recreation Congress, it was suggested that there would be value in making a study of these relationships in a number of cities. In the spring of 1940 one of the field workers of the National Recreation Association visited eleven Ohio cities for the purpose of gathering information as to the community recreation services furnished by school authorities and as to the extent to which schools were cooperating with other local agencies in making possible a community recreation program.

In six of the cities the community recreation service is furnished by a recreation commission on which the school board is officially represented. In three of the cities, school authorities themselves conduct a community recreation program, whereas in two cities the program is carried on entirely by municipal agencies.

The following are a few of the major findings revealed by the study:

1. There is a great diversity in the nature and extent of school board relationships to public recreation in different cities.
2. The use of school facilities for recreation by community groups is increasing.
3. Most school authorities feel some responsibility for the leisure hours of out-of-school youth but very little responsibility for adult recreation programs.
4. The extent to which local school authorities furnish community recreation service is generally the result of an opportunistic approach to the recreation problem in the locality.
5. To a considerable extent the schools' attitude toward recreation in a city reflects the attitude of the superintendent of schools or individual school board members.
6. In only two of the eleven cities is a majority of the summer playground or school center staff chosen from the regular teaching staff.
7. In eight of the eleven cities there is a considerable dependence upon WPA for recreation leadership.

(Continued on page 400)

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8. In working out plans for the joint use of facilities and joint responsibility the recreation commission with board of education representation has been found most satisfactory.
9. There is a surprising lack of coordination between school programs in avocational subjects and recreation programs except in athletics.
10. Remarkably little criticism was met on the part of recreation or school authorities and relationships between the two groups are undoubtedly much better than in the past.
11. There is a great variation in the degree of adequacy of school outdoor recreation space and indoor facilities in different cities, but practically all new school buildings have some provision for indoor recreation facilities and many new sites provide outdoor facilities.
12. Less than half of the total school sites have play areas of two acres or more. Only 28% of all school sites are used for summer play activities.
13. Except for gymnasiums and indoor pools little use is made of indoor school facilities for recreation.
14. Few school authorities have adopted definite policies and procedures governing the community use of school buildings or have fixed a definite scale of charges. In only four of the eleven cities have definite rules for such use been adopted and printed.
15. Charging for the recreation use of school buildings is common. In only four cities is the recreation authority, which in two of these cases is directly under the school board, granted free use of facilities for its program although in some other cities it is charged a lower rate than other agencies.
16. No school system keeps a record of the number of hours school building facilities are used for extracurricular activities, by semi-public agencies, or by other community groups. This indicates a lack of appreciation by school authorities of the importance of such uses.
17. Summer playground programs sponsored by school and other authorities include a variety of activities but recreation programs for adults in school buildings include largely physical activities.

Recreation and the Schools

THE SCHOOLS of the U. S. have made a great contribution to recreation.

This contribution has been made under difficulty.

The school budget is often the biggest and most outstanding single local expenditure. With each economy wave this budget is under vigorous attack. It is gone over and over to find possible cuts.

Playgrounds and recreation centers and recreation programs for school children are discovered in the school budget. Here is a place to cut. Over and over again when the total school budget is to be reduced here is the place the cut is made. A list of cities could be cited.

That recreation should be stricken from the school budget is not the desire of the school superintendent, the school principal or the teacher, yet the cut is made here.

One reason the park budget is not reduced is that if recreation is taken out of the local park budget, not much is left, for practically all that is done by the park board relates to the leisure time of the people. The school system, however, has heavy fixed charges for scholastic training and for preparing students to earn a living, responsibilities regarded by the public at least as without relation to recreation. Recreation in the school budget seems to many not to be related to the central objective of the schools. Likewise music, art, drama, discussion groups are often listed with playgrounds and recreation centers as "fads and frills" which can be cut off without too serious loss to the central school purpose.

How may we build up such an understanding of recreation in relation to schools that citizens will not leave school playgrounds fenced and locked after school hours and for the long summer months while children are being killed by autos as they play in the streets; that it will be impossible to have school gymnasiums and school auditoriums dark, closed, left spic and span, unused much of the time while energy-driven youngsters who want only adventure and activity are being arrested because they had no recreation centers?

Recreation in the locality usually has so many sides that many agencies must help—the churches, the private agencies as well as the park boards and special recreation boards, but surely no community can afford to leave its school lands, buildings, facilities, leadership idle when our recreation needs

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The Macmillan Company, New York

Recreation and the Schools

(Continued from page 401)

in the local community are so very great. We cannot be proud of locked school playgrounds.

All our great national organizations which have branches in our localities may well face giving backing to our school leaders in spending part of their funds on a more adequate use of school properties for community recreation.

—Howard Braucher

A Children's Theater Takes to the Road

(Continued from page 365)

There is no question but what trouping takes theater to an audience in need of it. A letter received by the Los Angeles Junior League illustrates the attitude of educators all over the country:

"We do want you to know how very much we at Saticoy appreciated your kindness in bringing 'Cinderella' to us. It was an excellent performance, and you are indeed to be complimented. We particularly appreciated your bringing such an artistic creation to a community that is so devoid of cultural opportunities, because of its isolation and financial insecurity. I think during a good deal of this depression much has been done for the physical needs of people by philanthropic organizations, and that is indeed essential, but I am glad to know of one organization that is cognizant of the hunger for beauty and art which has necessarily been curtailed throughout all stratas of society. The old Persian quotation that states, 'If I had two loaves of bread, I would sell one to buy hyacinths for my soul,' seems to us to be particularly potent.

Yours very sincerely,

EUGENIA H. O'BRIEN,

Principal Saticoy School

Not only can trouping select the audiences where the greatest need exists, but it forms the easiest pattern for schools to make use of educational activities related to the theater experience. Schools have been quick to use the play as a focal point for numerous types of activities in the classroom. The choice of play is often determined by the schools according to what is being studied in history or English, since a dramatization can make more vivid historical events and well known characters and can introduce children in a lively way to different periods and countries. Plays with a musical background, such as *Hansel and Gretel*, offer excellent material to music teachers. In art classes drawings are made both before and after seeing the performance of a well known story. Both the drawings and letters which contain spontaneous reactions and criticisms are invaluable to

the theater groups in a study of audiences and an increasing knowledge of the best techniques in producing for children.

Volunteer service in children's theater offers a direct means of fulfilling the purpose of the Junior League, which is to educate its members to better citizenship through a knowledge of the community and its problems. The trouping type of program in particular offers the volunteer an opportunity to become familiar with the educational and recreational programs of her community and enables her to recognize existing needs and future possibilities in this phase of community life. With the techniques of trouping more completely grasped it is possible to look forward to the use of children's theater not only as a community service but as a channel by which volunteers can be made aware of the social and economic backgrounds and problems of the community through a more intimate knowledge of child audiences.

A Frolic for Teachers

(Continued from page 352)

room, which was beautifully decorated with Christmas greens and a sparkling tree. At the close of the evening refreshments were served.

The season closed in January with a barn dance in the gym attended by over a hundred teachers and their friends. The faithful and enthusiastic committee, with the aid of members from their home rooms, converted the gym into a bucolic scene with ears of corn, corn stalks, borrowed bales of hay for seats, two dozen lanterns for lights, and a ten gallon crock for the punch that was served to thirsty dancers throughout the evening. Everyone came in costume, and what a gay crowd it was! Each newcomer was greeted with shouts of approval from farm hands, country gals, cowboys, cow girls, belles and beaux of the nineties. It was a program dance with the dances (those that had been learned during the fourteen weeks) listed in hand-painted programs. It was a successful evening from the first schottische to the last plea of "let's put our little foot just once more."

The Council had planned to finance the project for only fourteen weeks, but the group "had the habit," so at the barn dance they voted to continue the activities until May, each person paying a very small fee.

As a happy, worthwhile plan we gladly recommend a Teachers' Y.W.C.A. co-recreation night.

New Publications in the Leisure Time Field

Education in the Forty-Eight States

By Payson Smith, Frank W. Wright and Associates.
Government Printing Office, Washington, D. C. \$30.

IN SEPTEMBER, 1936 the President appointed the Advisory Committee on Education to make a study of the experience under the existing program of Federal aid for vocational education, the relation of such training to general education, and the extent of the need for an expanded program of Federal aid. Floyd W. Reeves served as chairman of the committee, Paul T. David as secretary. The report submitted by the committee makes a number of recommendations regarding the services which should be universally available. Regarding recreation the report states: "Community recreation on a year-round basis and under expert leadership is the program best suited to meet the needs of youth." It also recommends: "In larger communities consideration should be given to the desirability of organizing in the government a department of recreation with a separate budget."

Plays of America's Achievements

By Samuel S. Ullman. Dodd, Mead and Company, New York. \$2.00.

HERE ARE SIXTEEN PLAYS of approximately fifteen minutes' playing time which present a picture of American invention and achievements. Robert Fulton and the steamboat, Eli Whitney and the cotton gin, Andrew Carnegie and steel, Edison and the incandescent light, are a few of the subjects which have been dramatized. All of the plays are simple enough in properties, costumes, and dialogue for production by amateurs from about twelve years up.

Safety Education

Eighteenth Yearbook. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. \$2.00.

THE EXECUTIVE COMMITTEE of the American Association of School Administrators, feeling that the time had come for the teaching profession to take a more positive stand on the safety movement, decided to make Safety Education the topic of the 1940 Yearbook. A Commission on Safety Education was appointed of which Henry H. Hill, Superintendent of Schools, Lexington, Kentucky, was Chairman. The Yearbook prepared by the Commission is now available in the form of a volume of approximately 550 pages. It is in no sense, the Commission on Safety Education points out, a national curriculum in safety education and is not concerned with all phases of the subject. Almost exclusive emphasis has been placed upon procedures and activities carried out in the school or under the immediate direction of educators. The Yearbook, however, contains a fund of information of value to all who are concerned with the field of safety education.

Guide to Guidance

Volume II. Compiled by Elizabeth Broad. National Association of Deans of Women of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. \$50.

THERE ARE ALMOST four hundred titles in this annotated bibliography of 1939 publications of interest to deans, counselors, and advisers. Of special interest to recreation workers are the sections dealing with Extracurricular Activities, Social Life, and Leisure and Recreation.

The Sociology of Childhood

By Francis J. Brown, Ph.D. Prentice-Hall, Inc., New York. \$2.25.

DR. BROWN'S BOOK is based on the thesis that in the past books on child welfare have been written to a large extent from the point of view of social pathology. There is need, he believes, for greater study of the sociology of the normal child in order that processes which shape the lives of most children may be better understood. After considering the social processes involved, Dr. Brown looks at the child in a number of settings—in his relation to his family group, to his play group, to his school, and to the state. One section of the book is devoted to the child and his leisure, and noncommercial and commercial agencies are considered.

The Development of Certain Motor Skills and Play Activities in Young Children

By Theresa Dower Jones, Ph.D. Bureau of Publications, Teachers College, Columbia University, New York. \$1.85.

THE AUTHOR PRESENTS in this volume the results of a genetic study of the motor development of preschool children as revealed in their use of wheel play materials, including wagon, doll carriage, kiddie kar, and dump truck.

Philosophical Bases for Physical Education

By Charles Harold McCloy. F. S. Crofts and Company, New York. \$2.50.

A LEADER IN THE PHYSICAL education field presents in this volume his philosophy based on his experience. He discusses fundamental issues in principles, objectives and methods, and in the final chapter he essays the role of prophet and predicts developments and changes which he believes will occur within the next ten years. The book should be a very stimulating one for physical educators.

A Study of the Leisure Activities of Certain Elementary School Teachers of Long Island.

By Lucile Allard, Ph.D. Bureau of Publications, Teachers College, Columbia University, New York. \$1.60.

This study grew out of a desire to discover what cultural and recreational activities were available to elementary school teachers on Long Island, and to learn if possible what constitutes the leisure behavior patterns of a selected group of teachers. Data were gathered through a questionnaire prepared especially for the study and distributed through five areas on Long Island. A large percentage of teachers responded, and 490 participated in the study. The study showed that there is no such individual as the "typical" Long Island school teacher so far as a leisure pattern of activities is concerned. The Long Island group, as compared with other groups when analyzed for degree of participation in certain leisure activities, shows similarity in relative frequency of activities carried on often. The activities which appeared most frequently in every study are reading, radio, movies, visiting friends, entertaining friends, and swimming. Physical activities except walking are only slightly more popular with Long Island teachers than with other groups. Participation in activities in the order of their popularity is as follows: reading newspapers, radio, automobiling, reading fiction, visiting friends, reading nonfiction, playing musical instruments, attending movies, playing bridge, and swimming.

"Leisure behavior patterns of individuals and groups of today," says the author in her conclusions, "are influenced by cost and availability as well as by technological development, and perhaps even more by education of the individual in his early years. Also, participation of the teacher group in leisure activities may be limited by the number of hours or type of work expected in a particular school or community."

Tests and Measurements in Health and Physical Education.

By Charles Harold McCloy. F. S. Crofts and Company, New York. \$3.00.

An authority in the field of tests and measurements, Mr. McCloy records in this volume the results of recent research and teaching experience, including up-to-date material, some of it hitherto unpublished. The descriptions of tests are detailed and specific, and they are supplemented where necessary with reproductions of forms, tables, working drawings, and laboratory suggestions. A classified bibliography is included.

Subject Index to Children's Plays.

Compiled by Sub-Committee of the American Library Board on Library Service to Children and Young People. American Library Association, Chicago, Illinois. \$3.50.

A handbook prepared to simplify one's task of finding plays suitable for every occasion—plays based on science, civics, arts and crafts, music, thrift, health, animals, foreign countries, history, and many other subjects. The 2,200 plays listed are especially suitable for presentation by pupils up through the eighth grade. Plays have been indexed and may be located either by title or subject, with their source, the grades for which they are suited, the number of characters required, and other pertinent information given. A very definite contribution to drama leaders and teachers in need of an intelligent classification of plays under many subjects.

Standards for College Buildings.

By E. S. Evenden, G. D. Strayer and N. L. Engelhardt. Bureau of Publications, Teachers College, Columbia University, New York. \$2.25.

The set of standards for college buildings proposed in this volume is the fifth set of standards for school buildings published at Teachers College. The selection of the set of standards given in this volume represents the com-

posite judgment of nearly three hundred persons who are familiar from many different angles with college buildings and the purposes they must serve. The Evenden-Strayer-Engelhardt Score Card for College Buildings is used in connection with the standards which have been set up in order that educational authorities may determine the units most in need of improvement or which have been neglected in the physical equipment of the institution. Units of special interest to recreation workers include the athletic fields and outdoor recreational facilities discussed, the auditorium and music, boxing room, bowling alleys, field houses, gymnasium, stadium, swimming pool, puppet studio, theaters, and wood-working shop.

Successful Parties.

By Louise Price Bell. Fleming H. Revell Company, New York. \$1.50.

Based on the theory that successful parties never "just happen," *Successful Parties* contains detailed descriptions of forty parties complete from invitations to recipes for refreshments. Whether the hostess prefers informal hospitality or formal entertaining, she will find here suggestions for holidays and special occasions as well as unusual parties for any day or season of the year. In addition to planning parties, dinners, and dances for adults in small groups, the author provides ideas for community entertainments and the social functions of organizations, clubs, and church groups. A section is also devoted to parties for children.

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